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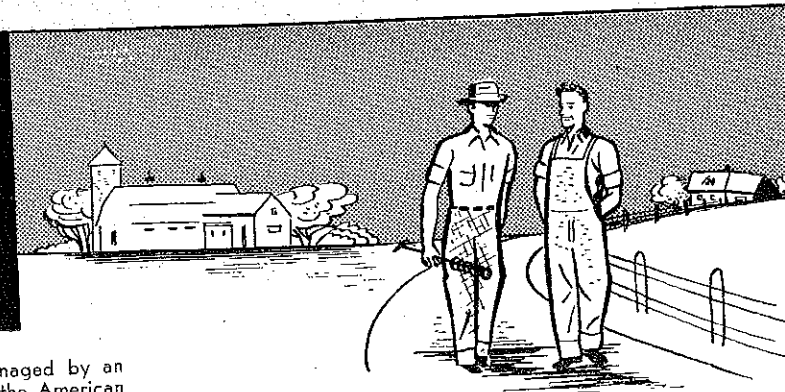


Looking Ahead With Young Farmers

The Agricultural Education Magazine

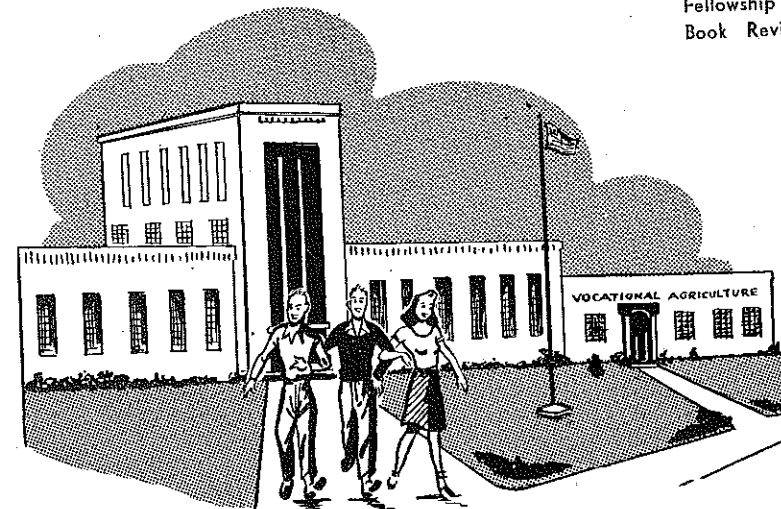
A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publisher, Danville, Illinois.

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Contents

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G. F. Ekstrom, University of Missouri, Columbia, Missouri Consulting Editor	
Mark Nichols, Department of Education, Salt Lake City, Utah Business Manager	
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Editorial Comment

- 21 -

Forward with young farmers

HAVE we been hitting at shadows? Some attempts to provide programs for young farmers appear in that category. Within a community no common agreements exist with regard to such basic issues as the characteristics of those to be served, length and nature of program, method of organizing and others. Shall we continue sporadic efforts in an attempt to meet all organizational, social, educational and recreational needs of all? Perhaps we even think to hold them in programs for the remainder of their farming careers! Be realistic! We have neither human or material resources to achieve such all inclusive goals, nor is it probable that they will be provided at public expense. It is therefore just good sense to evolve a more definite pattern within the framework of our functions and the scope of our program.

We can create for the community served by our school a program which will have its specific features spelled out. It can be tailored to the needs of individuals and yet be within the power of achievement.

Salient features would be developed with help of the advisory council. These would include: (1) a rather definite statement of qualification for those to be enrolled; (2) the approximate length of the intensive training period; (3) a recommendation as to the relative amount of teacher time that is to be devoted to working with young farmers; and (4) a preliminary plan for evaluating the operation of this phase of the program in agricultural education.

Educational programs for young farmers evolved in this manner would be flexible to meet local conditions. Yet they would be definite enough so that all concerned would have an understanding of their nature and purpose. We as teachers could move forward on solid ground confident of local support from farmers and administrators. Most important of all, young farmers would be provided an appropriate type of educational program at the most critical stage in their advancement in farming according to the situation in each area. It would be sufficiently intensive to insure educational gains commensurate with costs.

Before we lose the energy and enthusiasm developed in the program for farm veterans a substantial effort should be made to place the work with young farmers in our regular program on a firm footing. Teachers are and will continue to be available. Community support seems assured. When so many factors are favorable, we can see little reason for continued delay. A forward moving program in each community supporting education in vocational agriculture is required.

Are we overlooking something?

ARE we overlooking the most important thing that has been offered to any group of teachers? Have we, as a group, been spending enough time on implanting in the minds of the men we are working with the ideals of good citizenship?

We have the chance working with veterans to shape the thinking of the farm people for the next fifty years or more—not only on agricultural practices but on local, state, and national problems. Why do I say this? Because these men are going to be the farm leaders in nearly all communities, and as such they can also become leaders in other matters if they are so minded.

In many places the trainees are making agricultural history by their achievements of yields and production because they are open-minded and not bound by past practices like most of the older farmers.

All organizations that are working with the farmers are

(Continued on page 166)

Twenty-one years ago a group of determined pioneers in the field of agricultural education brought forth the Volume I, Number I of a new magazine known as, *The Agricultural Education Magazine*. Backed by the Meredith Publishing Company and concerned with professional development it took root, flowered and has flourished for these past years.



H. M. Hamlin

The first number carried the following statement of policies which are generally used as a guide by the present staff.

"It appears, however from the expressions already gathered that the demand is, first of all, for a *teachers' magazine*, written and read largely by the man in the field.

The content, it appears, will have to be primarily a *news content* and the style, in the main, a *news style*. This does not mean that a fragmentary collection of personal news items is to be the gist. Activities of organizations and movements will be recorded. Results of scientific investigation will be regarded as particularly choice news. The news will be commented upon and interpreted. A certain amount of speculative and philosophical material will be tolerated, in our opinion, but largely, we judge, the demand will be for articles factual in basis. Further, it is our guess that our readers are going to resent verbosity and heavy, technical types of writing."

Wrist twisting

Twisting wrists is a way for strong armed youth to match muscles. No serious objections to this prevail so far as recreational or arm developing exercises are concerned. Another meaning of the term refers to the bringing of unfair pressure against another individual for the sake of achieving an end desired by the one doing the twisting. Used in this sense wrist twisting is objectionable.

Most teachers have at some time or other indulged in minor wrist bending exercises. Marks, special privileges and other forces have been brought into play as a means of causing individuals to adopt certain patterns of behavior. These are serious enough but an even more potent force has been entrusted to the service of agricultural education.

In the classes now in operation for veterans, continuation in training and subsistence payments are based on satisfactory progress. Have some veterans had their wrists twisted with these forces? Such pressure constitutes a tremendous lever for bringing about widespread adoption of improved practices but we think its use for these ends has no place in an educational program.

It is to be hoped that the veterans have been helped on the basis of developing their own ability to intelligently appraise situations and to initiate and develop improved practices. Early progress might be slower without the wrist twisting but it will be achieved through a procedure which is tried and tested. It is the American way.

Other means of bringing about desired changes whether it be actual wrist twisting or intimidation by other means can only signify failure on the part of leadership. The ends can not justify means which are inconsistent with our way of life.

Farmer Classes

J. N. WEISS

MARK NICHOLS

Farm veterans and wives work, play, and learn together

HOMER SCHIPPER, Teacher, Arcola, Indiana

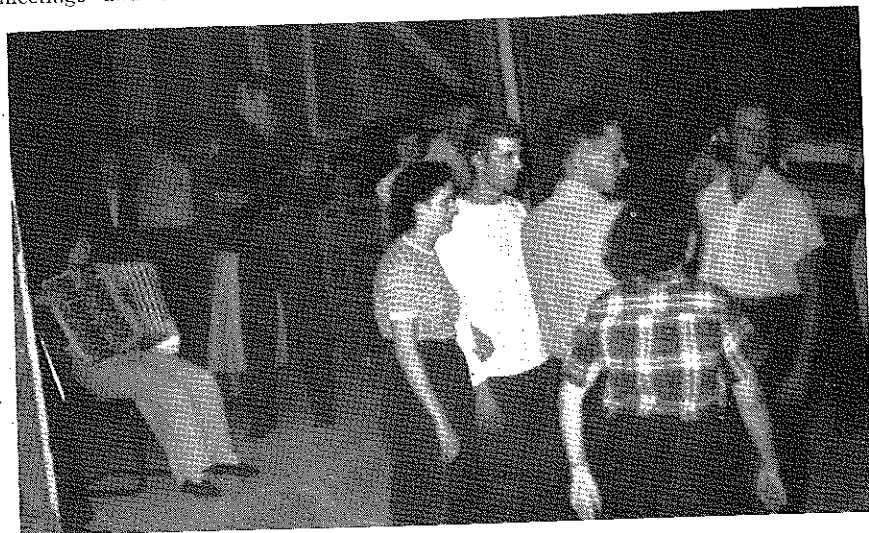
AN educational program of Institutional On The Farm Training is not complete unless the veteran's wife or fiancée is also included. After all, the happiness and success of a farm family depends upon family cooperation. The wife, in many cases, is expected to care for the chickens, help with the farm chores, and keep the farm records. A man in industry does not need his wife as an assistant or helper but on the farm she is a very vital member of the family partnership. Consequently, as a partner in this business, she is entitled to a complete understanding of what the future plans of the farm may be, and what these plans may mean to the happiness of the family. If she is expected to care for the garden, poultry, and do other farm jobs, she is entitled to an understanding of some of the fundamentals of efficient production. A well organized class should teach the value of good neighbors, good friends, how to get along with others, and how to entertain friends and neighbors.

The class at the Lake Township school started in 1947 with 8 married men and four single men in the class. During many of the first farm visits, the wives complained about their husbands being gone two nights of every week, and many of them wondered just what they were doing in these classes. Some veterans were thinking of quitting the class because their wives didn't wish to stay alone at night. At one of the regular class meetings the suggestion was made that we have a get-acquainted meeting and at this meeting the married men were to bring their wives and children and the single men were to bring their girl friends. It was suggested that if the wives became better acquainted, they might stay with each other on class nights. The program for the first meeting consisted of an explanation of the training program.

At one of the regular class meetings the group discussed organization. It was decided to call the group the "Veteran Soil Builders." A president and secretary-treasurer were elected to serve for six months, and committees of three veterans and their wives for each meeting during the year.

The president was to be responsible for the business session and the committee responsible for the program and refreshments. The president and secretary-treasurer were to serve as members of the local advisory committee. Dues were to be collected from each veteran on the basis of one cent for each dollar that he received monthly

for subsistence. This amounted to ninety cents monthly for married men and sixty-five cents for single men. The money collected in dues was to be used for refreshments, prizes, and movies for the joint meetings. A meeting was to be held on the last Thursday of each month from September through March and during the summer, parties were organized at their homes or at the lake. These summer meetings were social meetings and did not count as class



Square dancing is ever popular with young farmers and their wives.

time. Meetings during the fall and winter were to consist of one hour class discussion and instruction on some topic of mutual interest to the veterans and their wives. The first hour was to be conducted by the instructor, and the remainder of the evening was conducted by the president and the committee in charge of that meeting.

The president conducted business meetings, minutes of all meetings were read and kept by the secretary-treasurer. Class policies and organization were discussed in each of these meetings.

A wide variation of topics have been used. The first meeting was used in discussing the training program, the hours of class room instruction, group instruction, and on-farm visits required. Objectives were also selected. Parliamentary procedures were discussed and practiced in the class. Other subjects that were considered are insurance, culling poultry for egg production, the value of farm records, gardening, and the cuts of beef, pork, and veal. The class made a Sunday visit to Purdue University for a tour of the swine and

dairy barns. During the summer the class had a pot-luck Sunday dinner at one of the nearby lakes, and a square dance in a new hog house which one of the class members had built.

There are some problems which are rather difficult to solve, probably the greatest at the present is the children, and as more children come along the problem looms larger. Since the organization of the class two years ago six children have been born to class members making a total at present of fourteen children ranging in age from one month to six years. In many cases these children are left with baby-sitters, but many of them cannot afford baby-sitters. At one of the last meetings in the spring, special movies were obtained for the children. This meeting was enjoyed by both the parents and the children.

Another problem is that the meetings may become entirely social, with no organization or instruction included. The objectives of this program cannot be reached if all we do is have a good time.

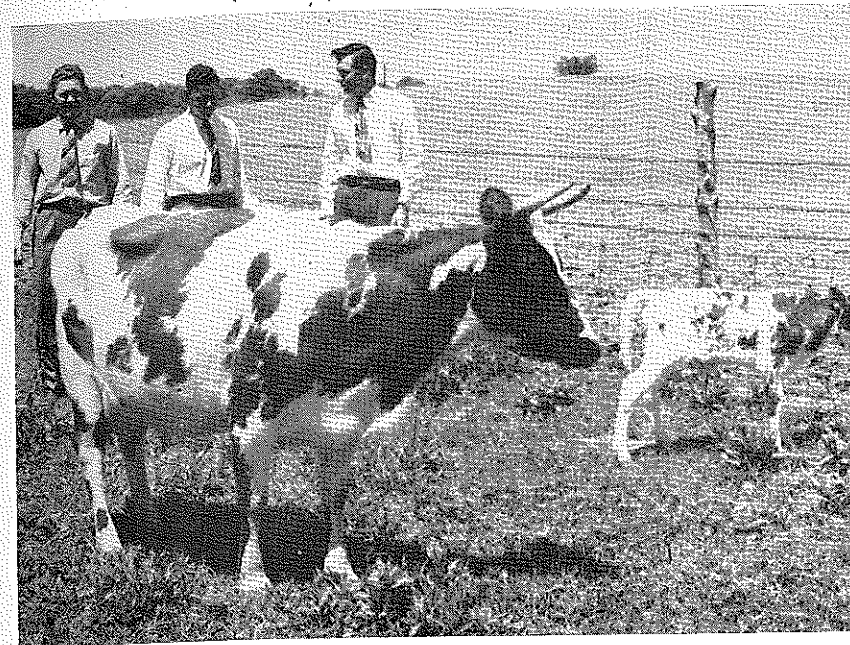
If we count these "good times" meetings as class hours, we are neglecting our duty as teachers; therefore it is the duty of the teacher to select topics which will be of interest to all and which will meet the objectives of good teaching. Another problem is that of getting the president, secretary-treasurer, and committee members to accept responsibility and organize interesting class meetings. The teacher should assist, but he should not do all of the work or the value of this organization will be lost. The veteran cannot learn to lead and organize a class unless he has a chance to organize and participate in the programs.

In conclusion, as instructor, I feel that this has been one of the best teaching devices which we have used. Class members have learned the duties of the president and secretary-treasurer, how to work on committees, and practice parliamentary procedures. The spirit and enthusiasm of the class has been much better, because the wives have gained a better understanding of what is taking place at the school and what we are trying to accomplish.

Orchids

Additional work on the part of our special editors makes it possible to feature some one phase of the program each month. They appreciate the fine cooperation which they have received. Mr. Weiss rates an orchid in recognition of his helpfulness in securing copy for our young farmer issue.

Editor



Young farmers form gold key chapter

W. D. SUMNER, Teacher, Ames, Oklahoma



W. D. Sumner

AN example of a young farmer organization which varies somewhat from the regular type of young farmer groups is the organization at Ames, Oklahoma which has a membership made up entirely of young men who have received the State Farmer Degree.

Twenty-two Future Farmers have achieved the State Farmer Degree, and of this number, eighteen are established in farming in the Ames community.

Formation of the Key chapter was an outgrowth of the continued interest which the young men of the community maintained in the work of the local Future Farmer chapter. It is beginning to achieve recognition not only as an organization for the benefit of the members but has taken its place as a service organization in this small farming community.

The constitution and by-laws set up a chapter group very similar to that of the regular F.F.A. chapter and call for regular monthly meetings with additional meetings from time to time which are planned to cover special topics of interest to the group.

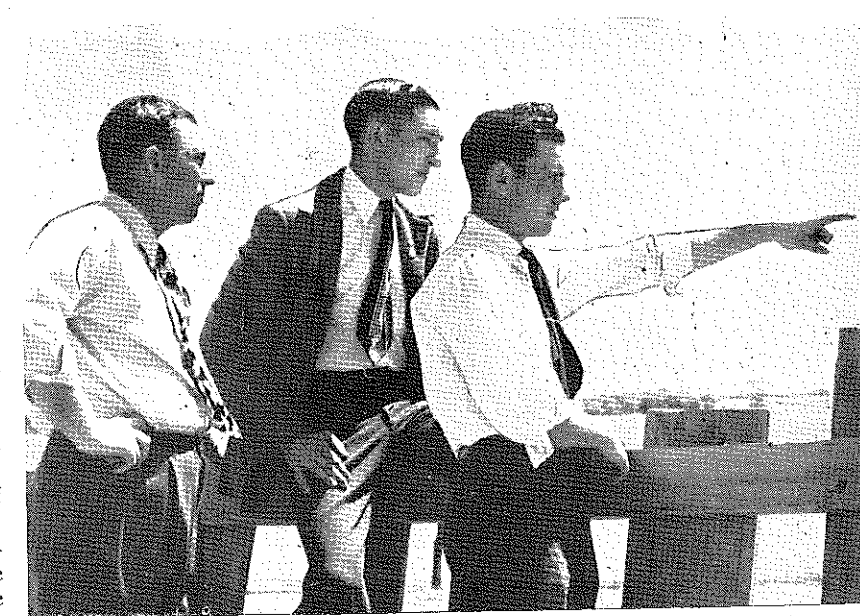
The purposes of the chapter are listed as follows:

1. To promote a higher standard of agriculture in this community.
2. To recognize any person or persons who in the opinion of the chapter have contributed to the betterment of the community.
3. To promote and coordinate activities of the Ames F.F.A. chapter.

4. To promote and encourage participation in organized recreation among members in the chapter.
5. To keep posted on new developments in agriculture.
6. To buy and sell agricultural commodities cooperatively.
7. To recognize and publicize outstanding agricultural achievements in the Ames community.
8. To promote, assist and cooperate with other community activities pertaining to the health, safety and welfare of the community.

The program of work includes the following items:

1. Sponsor a Dairy Day in the Ames community.



Young farmers gain confidence through programs provided to meet their needs at a critical period of establishment.

2. Sponsor a trip to Oklahoma A. and M. College for the Dairy and Feeders' Day program.
3. To aid and cooperate with the experimental work and Field Day at Cherokee Experiment Station.
4. To sponsor recognition of the accomplishments of farmers in the Ames community.
5. To sponsor a demonstration on spraying of pastures to control weeds and brush.
6. Promote a marketing and purchasing program for the benefit of members.
7. Sponsor farm adult meetings in rural homes and community meeting places.
8. Sponsor farm picture shows on farm activities which can be shown in rural homes or meetings.
9. Work with the officials of all local and county agricultural affairs and contests.
10. Make a special study through a field day trip to the Red Plains Soil Conservation Experiment Station at Guthrie.
11. Help in the work of the local Future Farmers of America chapter by sponsoring awards given each year in recognition of the outstanding accomplishments achieved by local members.

At the regular monthly meeting each month held in the F.F.A. classroom at Ames, members exchange ideas, check on the progress of various activities and outline the program for the next month.



Expect the best

BEN BRISTOL, Graduate Student, Colorado State College

IT was a cold night in mid-winter following a snow storm which had left the roads in an icy condition. The teacher at Rocky Ford, Colorado expected attendance at his young farmer and adult class in farm mechanics to be very low, if anyone came at all.

On the off-chance that a few hardy souls might venture out, the instructor walked to the high school. Two-thirds of the farmers attended the meeting, and spent the full two hours in the farm shop to good advantage. They had prepared themselves for working in the unheated building by putting on extra clothes. The instructor who had expected to go home early nearly froze!

This illustration is quite remarkable, but the men who attended saw nothing unusual in it. They were getting the information they wanted out of the course, and were willing to make an extra effort to receive it.

At another time the same winter, a crucial basketball game was being played in a neighboring town. The outcome of this game would determine whether the Rocky Ford team was to represent the league in the State Basketball Tournament at Denver.

One of the class members had a brother playing on the Rocky Ford squad, and several of the other men had close friends on the team.

The men in the class had scheduled their farm mechanics meeting for this same night, sometime before it was determined this game would be played. There was no time for the teacher to contact class members and re-schedule the meeting.

Only two of the men failed to attend the evening class, despite the important basketball game. One of these had

A farmer of this class got married, and told the teacher he was going to California on a honeymoon. He said that he would miss so much of the instruction that it would be unlikely he would attend any more of the meetings.

The instructor was surprised to see this man at a class meeting two weeks later. He had cut his honeymoon short in order to resume his farm mechanics training! This young man received his certificate of satisfactory course completion with the rest of the men at the end of the series of meetings.

It is realized that this particular young farmer and adult class may have been somewhat out of the ordinary. There is also the feeling, however, that teachers of such classes quite often underestimate the pulling-power of this type of instruction.

Some of the reasons for the desirable attitudes developed by this class may have been the following:

1. They were studying problems in farm mechanics which they wanted and felt a definite need.
2. They were applying principles learned directly to their farming operations.
3. Little "cold storage" information was considered.
4. The teacher maintained a personal contact with each class member.
5. The school farm shop was made available for the men to work on machinery outside of the regular scheduled meetings.

From the examples cited, it is evident that we as teachers should always expect the best of our young farmers and adults. They will attain results which will surprise us, if our classes are conducted on the high plane these men

Burns Finlayson, young farmer of the Granite chapter, Murray, Utah, and his instructor of vocational agriculture, L. W. Hillam, discuss the importance of properly curing alfalfa hay. Burns recently purchased the 80 acre irrigated farm on which this picture was taken. The teacher makes frequent visits to members of the young farmer chapter to aid them in the solution of their farm problems.

Why I believe in a Young Farmer organization

ROY L. BRAEGGER, Box Elder Chapter, Young Farmers, Utah

1. Provides an opportunity to cooperatively promote the best interests of the occupation which I plan to follow.
2. Makes available a well equipped shop, class rooms, recreation rooms, and other desirable facilities for organized groups.
3. Provides training and experience, which we need in leadership, cooperative effort, community improvement, and fellowship.
4. Prevents isolationism, develops a love and admiration for farming and a respect for my life's work.
5. Assists my group in learning how to live together and discuss our problems.
6. Provides a direct way of solving the farm problems which I encounter.
7. Keeps me posted on new developments in agriculture.
8. Saves me dollars by the adoption of more efficient principles of management, buying and selling.
9. Assists me in exploring possibilities of new agricultural enterprises.
10. Promotes better family and community relationships.
11. Assists me to "hold my own" in a competitive world.
12. Local farm organization is essential to state organization, and a state organization in farming is essential to self preservation.

ROY L. BRAEGGER,
Box Elder Chapter Young Farmers,
Utah

Farm veterans paper

WE now publish a quarterly bulletin for our Young Farmer Association and a two page news letter monthly to keep the Young Farmer membership acquainted with what is being done and to improve the general morale. The policy of the publication itself is fixed by the Utah Young Farmers Association and the material is edited and mailed out of our office. We now have about 1,200 chapter members in the Young Farmer Organization.

L. R. HUMPHERYS
Teacher Education
Utah State Agricultural College

A net migration of 7,000,000 occurred from farms during the war years, 1940-45, an average of about 1,300,000 each year.

A functional young farmer organization

J. A. NIVEN, Supervisor, Russellville, Arkansas

SINCE the word "functional" implies activity, which in turn influences results, it should follow, then, that if this organization is to be effective in its contribution to the membership, not only should provisions be made for "doing," but ways and means whereby results can be accomplished are of paramount concern also. One of the first requisites of a functional organization is that it should be properly organized and adequately staffed with good efficient officer material. Objectives and purposes should be clearly outlined in a written local constitution to include by-laws and regulations which should serve as a document to regulate the governing policies pertaining to all transactions. This document may be patterned after a state constitution but should also include attention to specific local matters. The officers should be men of vision and individuals who command respect of the membership. It goes without saying that they should have good programs themselves and be able to display qualities of good leadership. Each individual should be a member of some committee which in turn sets up its own objectives and determines adequate ways and means for accomplishing the desired results. The conscientious effort and contribution of each committee stimulates and motivates an atmosphere conducive to a functioning organization. Ineffective, short-lived organizations are usually the result of a lack of participation on the part of each individual member. The teacher should never assume the entire responsibility for directing the affairs of the group. His position should be that of a participating member to provide stimulation, organization, and some subject matter, as well as technical help, so that the membership may be able to solve their own problems.

Programs of Work

In addition to a systematic, business-like organization, another characteristic of primary importance is the matter of a practical, challenging, and profitable program of work. This program should originate and be the results of the effort made by the program committee for approval by the total membership. In general, it should be concerned with specific contributions to individual members; the group as a whole, from a cooperative standpoint; the community in which they live, as well as the local school which sponsors their organization. Not to be overlooked is the opportunity which should be provided for leadership training. All programs which are concerned with the welfare of the entire farm family are superior to those whose objectives are limited to strictly subject matter materials. Periodic meetings, monthly or otherwise, are necessary to maintain maximum interest. In connection with family problems, the home economics teacher can be a valuable asset in the contribution she makes for the young farmers' wives. A typical

meeting could be thought of as one in which the whole family is involved, with part of the meeting period devoted to fellowship, recreation, inspiration, or attention to family problems conducive to what is referred to as community spirit. Following this joint session, the men, women and children could retire to separate groups for more specific information and attention to working out details of program as they apply to objectives set up by each group. The children should not be neglected. One of their number or some other member of the school faculty could direct wholesome games and other activities for them during the time their parents are busy in their respective groups under the direction of the teachers of agriculture and home economics.

The program of work need not be too comprehensive. Attention to a few major objectives with the effort directed towards accomplishing immediate or long-time results is to be desired. When these few objectives have been accomplished, others may be set up. To illustrate, the following example is cited: The school which sponsors this group is located in a typical rural upland area of the state. There are four farm veteran training classes; however, other young farmers who are not veterans are included in the membership. One of their major activities each year is concerned with sponsoring what they refer to as a Field Day. Farm implement dealers, soil conservation and other agricultural agencies cooperate to make this an educational event. One of the member's farms is selected for this "face lifting" operation by drawing process. All names of the members are placed in a hat for the drawing. Upon selection of the farm, the entire group makes a study of the present set-up; maps out an all-round plan of action with the view of performing in one day all of the jobs which ordinarily require two or three years for one individual to complete. These jobs may include establishing a permanent pasture by sodding, overseeding, fertilizing, sprouting, constructing stock pond, and building of fences. In addition, such other jobs as terracing, clearing land, repair of farm home, constructing out-buildings, beautification, and others are performed. As a stimulus to pasture development, they maintain a five acre pasture demonstration with check plot and sponsor a local pasture contest with \$50.00 awards to be given each year for the four best pastures. They set up their own rules and regulations. In addition to this, silos have been constructed, fields have been relocated, and forest seedlings have been planted. Other activities consisted of the cooperative purchase of five hundred pounds of Kentucky Fescue seed, three thousand pounds of Lespedeza, one carload of ammonium nitrate, and one carload of super-phosphate fertilizer.

Their program has included a farm machinery repair school in which a savings of \$2,521.50 was effected by virtue of the fact that all work was done by individual members over a period of two and one-half months. Other phases of their program include special emphasis on broiler production. They have twenty thousand birds growing out in a system of continuous production. They made special arrangements with different market sources in Little Rock to handle all of the birds as dressed poultry. All feed for these is being purchased cooperatively. They are in the process of working out better livestock breeding programs through use of registered bulls and D. H. I. Associations. The wives are working on food production and conservation problems, home beautification, and family relationships.

The group has been instrumental in setting up a community center which includes a ball park, swimming pond, and picnic grounds. They raise needed cash funds by sponsoring such activities as rodeos, box suppers, cake walks, and receipt of payments for constructing terraces for all farmers in their community. For recreation they are occupied with such activities as fish and squirrel fries, ball games, skating parties, and moving pictures shown with their own projector.

Another group not too far distant from this one has emphasized such activities as the cooperative purchase and use of grain drill, seed cleaver and separator, ensilage cutting equipment. The group purchased three carloads of lime and self mixed two thousand pounds of mineral mix at three cents per pound compared to nine cents for the ready mix. All members used hybrid seed corn and belong to a One Hundred Bushel Per Acre Club. All members' work-stock were treated for bots. These examples of program content have been cited to emphasize the fact that the success of such organizations is dependent upon the key work "functional."

Most of us have labored under the misapprehension at some time or other of trying to put into execution a program which was conceived and handed down from a national or state source. We know that such programs do not function effectively. The same is true with reference to the young farmer organization. There is no substitute for initiating a program from the standpoint of the local level. Unless a program originates with those who are to use it and in the place where it is to be used, there is little justification for having a program. People can be taught to solve their own problems. In fact, that is the only way they will be solved.

THE Florida American Legion will offer \$1,000 in prizes to veterans winning in a State and District "Veterans Better Farming Contest." The Agricultural Committee of the State Legion planned the contest to encourage agricultural activity among Florida Veterans.

Prizes will be awarded for projects started after February 1, 1949, and completed by February 1, 1950.

Young farmers organize

ELI JAMGOCHIAN, Teacher, Windsor, New York

DURING the year 1944, a fellow teacher of agriculture contacted out-of-school young farmers and young men in agricultural occupations to bring about common thinking and planning among young people in a strictly rural area. Such an organization would have for its program a combination of educational and recreational activities that would be of interest to the group. One of the strong selling points was that subjects to be considered would include those that would help make the community a better place for young farmers to secure their start, as well as benefiting many of the agricultural phases in the community.

Membership

This group of young people from the ages of 18 to 30 met in 1944 for an organizational meeting. Officers elected were president, vice-president, secretary, treasurer, news reporter, and an executive committee of 3 members. Dues were set at one dollar per year for expenses and operational costs. It was decided to call it The Windsor Agricultural Cooperative Association.

The association immediately became very active. Notification of meetings to members was made by printed postal card and by notices in the local paper. This procedure succeeded in bringing 30 or more members to each meeting, and the group met twice monthly. Meetings continued as scheduled originally throughout the year, but this procedure was revised in the fall of 1948 to have one meeting a month. At that time, membership had fallen off somewhat and other functions of other groups demanded more time of several of the members. For some reason, recent F.F.A. graduates had not attended meeting as in previous years. Those of the proper age who moved into town and were employed in some agricultural occupation provided a token addition to the membership, hardly enough to maintain a high membership rate. Then again, those over 30 years of age became honorary members and gradually attended less often.

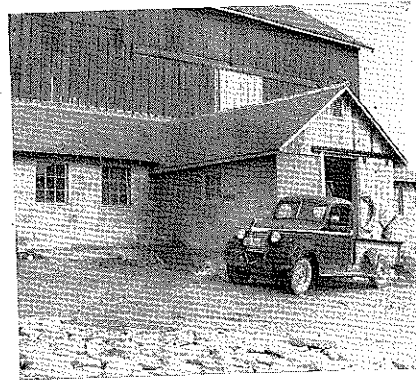
Before any mention is made of the projects undertaken, it is well to summarize the different types of meetings that were held. This group followed quite closely the program of work that an F.F.A. chapter would have followed. An annual party was planned and held each fall when wives and friends were invited. This was a method to "re-interest" old members, impress and acquaint wives and friends, interest new members and have an opportunity to enjoy group activities before the next year's work began. Whenever possible, a farewell party was incorporated into the annual meeting and a gift was paid for out of "operational costs."

Program Activities

Other activities besides regular business meetings included a farewell party to any member who was leaving the community, special speakers, and post-organizational drive meetings during the

year that would strengthen the organization and broaden its effectiveness. After any meeting, the group used facilities in the school that included basketball and other sports equipment that might be available. Since a teacher had to be present to make use of a meeting room in the school, these all became readily available by contacting the high school coach in advance. After some meetings, outdoor parties were made up for tobogganing, and skating.

In all, five major projects have been undertaken by the association. These apply directly to community improvements or improvements directly affecting farmers, their families, and their neighbors. The fifth project started is still underway and seems to be one of the most difficult.



Organization is important for many reasons.

Projects naturally took time to gather support and lay the foundation for others to build on. The first project started forward in 1944 with the suggestion that dairy farmers could better themselves by buying feed cooperatively in carload lots, and it ended in December, 1946, when a local G.L.F. sold its first farm supply. The young farmers began first by comparing the price spread in dairy feed with other localities. They began to buy feed in carload lots at a time when feed was scarce. This was followed by a committee meeting with the local agent buyer for G.L.F. It was suggested that he post prices weekly, to allow a 2% discount for cash payments, and to make a weight check for all bulk feed bagged for a customer. The committee then met with the local G.L.F. service store committee to stress the need of a G.L.F. service store separate from the farm store. The association, upon convincing the committee of the need for such a store, worked with the local G.L.F. committee to subscribe for stock for the new store. Subscriptions started with the association membership who collected \$700 from their farm homes. Both the farm store and the G.L.F. service store are operating at the present writing.

The second project undertaken by the association was to encourage the local farmers to participate in the farm shop program conducted by the teacher of agriculture during the war. They helped

to maintain enrollment, thereby availing this needed service through to the year 1946. As a result of this program of educating farmers with repair possibilities, a farmers' shop has been in operation in the community for equipment and machinery repair.

Project number three began with the problem of fire protection to residents outside the village. Nearest protection to anyone outside the village limits was at least eleven miles away from the village itself. The association had petitions signed by people in the town of Windsor. They met with the town board, local supervisor, and fire chief and drew up the district map, figured the tax for fire protection and similar problems. This project started in the spring of 1947 and continued through to the fall of 1948. The association presented a play to raise funds to pay for legal advice concerning the fire district as well as to pay debts. As a result, the township has complete fire protection within its limits; having 3 fire protection districts at the present time.

Project number four was of a social nature in the spring of 1948. Its aim was to coordinate the activities of the F.F.A., Dairymen's League, and the association in having one combined Father and Son Banquet. It helped to create a closer feeling among the three groups.

Current Activities

The project on hand at the present time is a major problem to the dairyman. The association undertook, in an early meeting in 1949, to study the price spread of milk. Its ultimate aim is to recognize the problems in milk marketing with a view in mind to understand the underlying principles in milk pricing and formulas and in receiving a fairer price for fluid milk. As in the past, no deadline has been set for the completion of this project.

The association has sensed that several factors control the membership at meetings. No small factor is the initiative and leadership of the president. The problem under discussion at a given time is vital to holding membership. When a common problem affects the entire group, turnouts at meetings will be large as membership hinges greatly on the number interested in the project. Marriage is very directly responsible for a drop in membership. It, however, does not affect all members.

An interesting note on the functioning of this association concerns the position of its officers. One of the by-laws provides for the automatic dismissal of any officer absent from three consecutive meetings without previously announced reason. Such "excused" absences for officers result in no particular hardship when seasonal work is pressing and tactfully dismisses any officer who has lost interest because of his particular duties.

The association plans its program of work each fall. It has as its objective each year to interest as many young people as possible to participate in the activities organized. The Windsor Agricultural Cooperative Association is truly promoting common thinking and planning of young people for progress in agriculture.

Accomplishments in veterans program

HUNTER E. SMITH, Teacher, Lamar County, Alabama

YOUNG veteran farmers in Lamar County, Alabama, who are enrolled in the Institutional On-the-farm Training Program are establishing for themselves a sound economy. More than 455 trainees are putting into practice new skills and knowledge received. The latest experiment station recommendations are being followed and the results obtained are setting the pattern for whole communities.

The achievements of Pearson H. Hollis, Sulligent, Alabama, since entering training illustrate the progress characteristic of many trainees. At the time he entered training Hollis owned 1 dairy animal, and 2 pigs. He presently owns 85 acres of land, 18 head of beef cattle, 4 brood sows, with a total of 15 head of hogs. He is in the process of building a new barn. His pasture land has been sown to a mixture of sericea lespedeza, dallis grass, white dutch clover and Korean lespedeza. Hollis' winter grazing will consist of crimson clover and red top together with oats and vetch. Grain sorghum hogged off and corn will be the basis of summer feeds.

Another veteran, Bonnie L. Chandler, Vernon, Alabama, completed paying for his farm of 55 acres more than two years ago. He has developed a well rounded farming program and is using hog production as the principal source of cash income. He now owns 3 brood sows and 3 shoats which he is topping out. One hundred white Plymouth Rock laying hens, 5 acres of cotton and a young orchard just coming into production, represent the other sources of cash income. By the time Chandler's training ends in January, 1951, his farm income will more than exceed the subsistence he is now drawing.

In addition to Hollis and Chandler, 208 veterans who are in training own their farms. Eighty farms have been bought since the veterans enrolled and, 108 other veterans have plans completed to purchase farms.



Veterans develop livestock economy and improve sanitation in comprehensive training program.

Lamar County's Eight-point Program

- (1) **Live-at-home Program—**
In this the trainee is taught to produce his food at home.
- (2) **Feed Crops—**
This program teaches feed production for the individual farm with a surplus to be marketed through livestock.
- (3) **Workstock and Equipment —**
The trainee must own his workstock and equipment and is taught to care for and maintain them.
- (4) **Cash Enterprises—**
Each trainee must have at least three sources of cash income, one of which must be livestock.
- (5) **Farm and Home Improvement—**
The trainee is taught to construct, maintain and beautify farm buildings along with other improvements.
- (6) **Conservation of Natural Resources—**
Terracing, ditching, and rotation, are taught under this heading.
- (7) **Farm Management—**
Farm buying, selling, management, keeping records and accounts are taught.
- (8) **Farm Shop—**
The trainee is taught to repair and maintain tools and equipment.

A study of the farming program on various farms indicates that a surprising number of veterans have already begun the shift from a cotton economy to livestock. A pig chain now developing represents the efforts of teachers to interest trainees in livestock. Twenty-two pure bred gilts have been bought, one for each class. One trainee in each class is selected to keep the gilt with the provision that he is to become the owner of it when he has raised two registered gilts from her and turned them back to the class. Over a period of time, by this method, each trainee will become the owner of at least one registered brood sow. The first litters

from these gilts arrived in September, 1949. One hundred and eighty registered gilts are owned by trainees in addition to the pig chain.

Lamar was the first county in the state of Alabama to inaugurate a sanitation program as part of the veterans training. Each trainee is required to build either an indoor toilet or a sanitary privy which will meet the State Health Department specifications. To date 421 sanitary privies and 30 bath rooms have been installed on farms owned by veterans. This program within itself is expected to decidedly improve the health of present and future generations, since Lamar County has a high hookworm infestation.

Soil conservation practices put into effect by Lamar trainees include more than 500,000 feet of terraces constructed, 36,400 forest trees planted, 7,214 acres of cover crops and 1,019 acres of sericea lespedeza. Plans for future developments along this line are complete.

Corn yields in Lamar County have been relatively low in past years. In the spring of 1948 plans were drawn up for a corn contest sponsored by veterans and regular teachers of vocational agriculture. An average yield of 61 bushels per acre was obtained by the contestants against a county average of only 21 bushels. The average per acre yield for the county was increased from 17 to 21 bushels during the last year. A corn festival held at Lamar County high school revealed that only two contestants planned to sell their corn, others planned to feed corn to livestock.

Lamar County trainees have built 406 major farm buildings, planted 7,609 fruit trees, 612 pecan trees, bought 94 tractors and 5 combines while in training. Chickens too, come in for a lot of attention, 28,743 laying hens are now in production, 52,686 broilers have been raised and sold, 224,419 dozen eggs have been produced and sold.

Twenty-five teachers are employed to carry out the training of the veterans presently enrolled. Classes are held in practically every community in the county. Teachers' meetings are held each Friday morning to discuss policies and problems. It is the consensus of these teachers that some of the best farmers in the county are among the veterans.

Some outcomes of institutional on-farm training in Missouri*

GEORGE W. WIEGERS, JR., Teacher Education, University of Tennessee

THE major purpose of this study was to bring together some important facts and opinions relative to the program for farm veterans in Missouri. The five sub-problems included in the study were concerned with some:

1. Characteristics of trainees.
2. Agricultural outcomes of the training program.
3. Outcomes related to agriculture.
4. General outcomes.
5. Differences that may exist between groups of veterans with varying educational backgrounds.

The data for this study were secured through information blanks. These blanks were completed by 1,944 trainees or approximately 14 per cent of the total number enrolled in Missouri. These trainees were distributed in 106 counties and represented all the type of farming areas in the state as identified by the Department of Agricultural Economics, University of Missouri.

Agricultural Outcomes

Farm Planning Activities

(1) Between 76 and 90 per cent of all the trainees indicated they had worked out plans for farm layouts and cropping systems, lists of kinds and amounts of livestock to be kept on their farms, plans for soil treatments and schedules for improving their homes and farms. Approximately 60 per cent had made plans for carrying out soil conservation practices.

(2) The percentage of trainees in each grade group who had performed each activity was approximately the same except for the one concerned with soil conservation planning. There was an increase in percentage from the lowest to the highest grade group in working out soil conservation plans.

(3) Over 90 per cent of all the trainees who had performed the activities indicated that their training had had a part in the performance of those activities.

(4) In general, differences were small between grade groups in crediting the training program with having had a part in the performance of each activity.

Farm Problem-Solving Activities

(1) Between 95 and 96 per cent of all the trainees stated that they had found problems needing solution on their home farms and had learned how and where to find information to solve home farm problems. Between 74 and 81 per cent of the trainees stated they had analyzed their farm problems, had arrived at definite solutions to problems which they had attempted to solve and had learned how to put their findings into practice.

*A brief of a study conducted at the University of Missouri and with the cooperation of departments of vocational agriculture and the Missouri Department of Education, January-May, 1949. (Mr. Wiegiers completed requirements for the Doctoral Degree at the University of Missouri in 1949).

*The five grade groups were: 7th and lower, 8th, 9th, 11th, 12th and the 13th and higher.

(2) In general, the higher the grade group from the lowest up through the non-high school graduate group, the greater the percentage of performance of each activity; the two groups above the non-high school graduate group did not in most cases show further increases.

(3) Between 87 and 95 per cent of all the trainees who had performed the activities were of the opinion that their training had had a part in their performing the activities.

(4) In general, there were small differences between grade groups relative to crediting their training with having had a part in the performance of each farm problem-solving activity.

Approved Practice Activities

(1) Between 94 and 99 per cent of the trainees indicated they had learned the reasons for and time for doing approved practices had acquired a notion of the results to expect from the application of approved practices and had developed a desire to improve their farm practices or ways of farming. Over three-fifths felt that they had developed sufficient skill in the application of important approved practices to do them satisfactorily on their home farms.

(2) The percentages of trainees in the five grade groups who had performed a given activity were approximately the same.

(3) Nine-tenths or more of the trainees who had performed approved practice activities expressed opinions that their training had had a part in the performance of those activities.

(4) Grade groups showed little differences in crediting I. O. F. T. with having had a part in the performance of each approved practice activity.

Learning-from-Others Activities

(1) Between 95 and 99 per cent of the trainees indicated they had gained worthwhile farm information through views, ideas and experiences expressed by others, had realized more fully that other farmers were using some practices that were perhaps better practices than they were using on their home farms, had become more observant of farm improvements or methods of doing farm work while traveling about their local communities and had developed a desire to attend meetings to learn new farm information or better farm practices. Between 86 and 91 per cent had had the experience of helping work out solutions for problem of common

interest with other members of their classes, and had welcomed constructive criticism of methods of farming practiced or plans scheduled for operation on home farms.

(2) Little differences existed between the various grade groups in performing each activity. There was, however, a gradual upward trend showing that the higher the grade group the greater was the percentage of trainees therein who had performed each activity.

(3) Between 83 and 96 per cent of all the trainees who had performed the activities credited their training with having had a part in the performance of those activities.

(4) In general, trainees in the five grade groups showed little differences in answering that the program had had a part in the performance of a given activity.

Concept of Whole-Farm Activities

(1) Between 96 and 99 per cent indicated they had realized more fully the need for a sound and workable farm plan, had realized the need for setting up goals for the whole farm, had developed the desire to learn more about making their farm produce more efficiently and had realized the need for conserving the soil of their whole farm. Between 88 and 90 per cent stated they had learned to consider the whole farm in making important changes, had learned to study outlook and trends for a purpose, had realized the influence of federal legislation on their home farms and had been keeping complete farm records of their whole farms.

(2) The differences between the grade groups in the performance of each activity were, in general, very small.

(3) Approximately four-fifths of the trainees credited I.O.F.T. with their realization of the influence of federal legislation on their home farms. Between

92 and 96 per cent credited their training with having had a part in the performance of all the other activities.

(4) In general, the differences were small between grade groups in crediting I.O.F.T. with having had a part in the performance of each activity.

Outcomes Related to Agriculture

Rural Leadership Activities

(1) Between 21 and 55 per cent of all the trainees indicated they held community offices, had been chairmen or leaders of group activities, had helped initiate or plan group activities, had led group discussions and had given reports to their classes or other groups. Between 85 and 94 per cent stated they had taken active part in discussions and demonstrations, had helped others to put into practice some of the things learned and had attended farm meetings and demon-

strations in addition to those included in on-farm instruction.

(2) In general, there was a gradual increase in participation from the lowest grade group to the highest grade group. The average difference of participation between the two extreme groups was approximately 20 per cent for each activity.

(3) Forty per cent of the trainees who had performed the activities credited the training with having been a factor in their holding community offices; 61 per cent indicated that the program had helped them to become chairmen or leaders of group activities. Between 76 and 88 per cent credited their training with their doing all the other activities.

(4) In general, higher percentages of trainees in the three lowest grade groups than in the two highest grade groups credited the training program with having had a part in the performance of each activity.

Farm Family Living Activities

(1) Between 77 and 91 per cent of the trainees indicated they had become more conscious of the need for balanced meals, had produced more food for canning or storing, had made or purchased home labor saving devices and furnishings, had improved the appearance of their home surroundings and had made definite plans to improve or further improve their homes. Between 51 and 62 per cent had remodeled their homes and repaired or installed home conveniences.

(2) The percentage of performance of each grade group for each activity was approximately the same except for producing more food and repairing or installing home conveniences. In general, the lower the grade group the greater the percentage of trainees producing more food and repairing or installing home conveniences. In general, the lower the grade group the greater the percentage of trainees producing more food; the opposite trend was true for repairing or installing home conveniences.

(3) Between 72 and 86 per cent of those who had performed the activities credited the training program with having had a part in their becoming more conscious of the need for balanced meals, producing more food for canning or storing and making definite plans to improve or further improve their homes. Between 49 and 64 per cent credited their training with having had a part in the performance of the other activities.

(4) In general, the higher the grade group the smaller the percentage of trainees crediting their training with having had a part in the performance of each activity. The average difference between the high and low percentages of veterans crediting their training for each activity was approximately 17 per cent.

Social Activities

(1) Nearly all of the trainees had made new friends, but only three-fourths had developed stronger friendships with old friends. Between 87 and 89 per cent had made it possible for

wives or parents to make new acquaintances and had attended meetings to mingle with people. Between 59 and 63 per cent had entertained more often in their own homes and had visited more often in others' homes. Less than one-third had participated as new club members.

(2) In general, there were small differences between grade groups in the performance of each activity. There was a smaller percentage of trainees in the highest grade group who had performed the activities than there were in the other groups. The higher the grade group the greater was the percentage of trainees who had participated as new club members.

(3) Seven-eighths of the trainees who had made new friends were of the opinion that their training had had a part in their making new acquaintances. Between 60 and 76 per cent credited their training with having had a part in their doing the other activities.

(4) Differences of opinion existed between the grade groups in crediting the training program. There was a difference of approximately 12 per cent between the high and low percentages in crediting the program with the performance of each of the activities.

Recreational Activities

(1) Between 64 and 87 per cent of the trainees stated they had read more materials for pleasure, provided more home recreation, attended recreational parties and other entertainments. Between 30 and 38 per cent had participated in sports and had watched or taken part in home talent plays.

(2) The average difference between grade groups having the highest and lowest percentages of performance of each activity was approximately 11 per cent. In general there was little difference in the percentages of trainees in the eighth through the twelfth grades who had performed each activity.

(3) Between 67 and 76 per cent of the trainees were of the opinion that their training had influenced their reading more materials for pleasure and their providing more home farm recreation. Between 39 and 52 per cent were of the same opinion in regard to all the other activities.

(4) The two highest grade groups consistently credited smaller percentages to training as having had a part in the performance of each activity. There was a difference of approximately 17 per cent between the high and low percentages in crediting the training program for each of the activities.

Cooperative Activities

(1) Ninety-six per cent of the trainees had exchanged labor, work stock, machinery or equipment with their neighbors, but only 29 per cent had sold farm items cooperatively. Between 47 and 64 per cent had purchased farm items cooperatively, had become members of cooperative organizations and had constructed or repaired farm items in cooperation with others.

(2) In general, there were small differences between grade groups in the performance of each activity.

(3) Less than one-half credited the training program with having helped them to exchange farm items with neighbors. Between 60 and 76 per cent were of the opinion that the training program had helped them to do each of the other activities.

(4) In general, there was a decrease in percentage of trainees crediting the training program with the performance of each activity from the lowest to the highest group. There was a difference of approximately 19 per cent between the high and low percentages in crediting the training program with the carrying out of each activity.

General Outcomes

(1) Over 55 per cent of the trainees considered classroom instruction better than on-farm training. Less than 20 per cent selected individual instruction on farms over classroom and group on-farm instruction.

(2) Approximately 80 per cent of the trainees considered learning improved methods of farming as the greatest benefit they had gained from their training.

(3) Less than 5 per cent of the trainees were of the opinion that they could have made as much progress in becoming established or re-established in farming without the training they had received.

(4) Over 50 per cent of the trainees were of the opinion that the training program had helped bring their local communities closer together. Approximately 40 per cent were undecided.

(5) Over 600 trainees were of the opinion that the greatest benefit the public had gained from the training was the introduction and observation of better methods of farming in the community. Other benefits frequently mentioned were soil conservation and raising the general standard of farming in the community.

(6) Approximately 75 per cent of the trainees expressed a willingness to support taxes to provide a training program to follow the completion of the present program for men attempting to become established in farming. Subsistence payments would not be a part of the program.

(7) Less than 50 per cent of the trainees suggested changes to improve the training program. The changes suggested most frequently were: Provide more on-farm instruction, adapt instruction to interests and needs, reduce unnecessary paper work and red tape and make adjustments so that daytime classes would not be held during the busy season.

Conclusion

(1) Most of the trainees have acquired sufficient formal education to read and to interpret agricultural and related subject matter materials.

(2) The trainees are attempting to establish themselves permanently on farms which are larger than the average size farm in Missouri.

(3) As a result of training the veterans are developing the ability to prepare functional present and long-time

(Continued on page 157)

Studies and Investigations

E. B. KNIGHT

Guiding prospective all-day students

GLEN WEAVER, Supervisor of Occupational Information and Guidance, Oregon



Glen L. Weaver

1870 those engaged in agriculture made up more than half (53%) of the total gainfully employed in the nation. In 1940 they composed less than one-fifth (18.8%). Greatly increased mechanization since 1940 has probably further decreased the percentage. In short, the United States is rapidly getting fewer and better farmers. Education in vocational agricultural has made, and is making, an important contribution in that development.

The Tasks To Be Done

There are still many, however, on farms today who lack both the ability and training to operate a farm successfully under modern conditions. This fact is important in considering the future. According to figures assembled by R. N. Naugher, part-time and evening school specialist, U. S. Office of Education; roughly only 30 per cent of the number needed to replace those leaving the occupation annually have had systematic instruction in vocational agriculture in high school. The other 70 per cent haven't had the benefit of that instruction.

The need is here and the boys are here. The problem is, and always has been, to get the right ones in vocational classes. It's so easy to squander time and effort on boys who will never become farmers or even be employed in a related occupation. Two problems regarding selection that seem most frequently to confront high school principals and instructors of vocational agriculture are:

- (1) How to keep down the percentage of boys who have an unusual interest in agriculture but have practically no farming facilities and who must face unusual odds if they ever become farmers; and
- (2) How to bring up the percentage of boys who have the facilities for good farming programs and who are pretty sure to be farmers, but who do not have enough interest to take vocational agriculture in high school.

Competing Interests of Youth

Perhaps more than any other one thing, the element of motivation is involved in attracting the right boys. Oftentimes, the program in vocational agriculture does not appeal to the boy

who has project facilities and who will likely be a farmer, because he is already living on a farm and he feels he should use his time in high school exploring some other subject areas. How much do we do to interest such individuals? Most frequently we confine our comments to the opportunity he has for developing a fine project and for participating in Future Farmer activities. This broad type of approach is successful in dealing with the average boy, but for the type of boy under consideration it does not have sufficient appeal. The boy's basic interest may be agriculture, but right at the present time other interests may overshadow it. The instructor can help the prospective pupil analyze those interests, and more often than not gain a sound recruit. The moment the instructor takes a sincere interest in helping the boy with HIS problems, a good start has been made.

One of the best devices to help the instructor and the boy determine and analyze the boy's interest is a vocational interest inventory. There are a number of different kinds. The one developed by Germane and Germane during their five years' of experimentation and investigation in forty-two high schools is a very practical one. It is easy to administer, easy to score, and easy to interpret, and is contained in the book "Personnel Work in High School" by Germane and Germane, published by Silver Burdett Company. The authors and publishers have granted permission for reproducing the inventory, as well

sults of the inventory must be considered as only one means of indicating vocational interests, and cannot be considered as absolute. Range of interests is less in younger persons because they do not yet know anything about many of the activities listed in the inventory.

Another advantage of this particular inventory is that it can be retained in the file in its entirety, since, if printed, it takes up only two 8½ x 11" sheets on both sides. It lists 315 different activities such as "Being a clerk in a store," "Installing lights in garage or yard," "Working for yourself instead of others," "Acting as usher at school play or party," "Playing some instrument in public," and "Working with, and around machinery."

Using the Inventory

Ways in which the inventory can be used by the teacher of agriculture are: (1) Administering it to groups of 8th grade boys in schools from which the high school draws pupils; (2) leaving one to be filled out when visiting a prospective student who can either mail it or bring it in sometime later; (3) having students already in agriculture classes take the inventory and use the results in stimulating further interest in agriculture, or in encouraging those who shouldn't be in vocational agriculture classes to place their efforts in some other occupational field.

It is surprising how many avenues of personal interest contact can be opened through the results of this particular inventory. This device is only one way of attracting and interesting the right farm boys in vocational agriculture classes in high school. Such things as project tours, F.F.A. programs in the high school assembly, demonstrations in rural schools, rural

Professional

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B. C. LAWSON

as other devices in the book "for free distribution within a school system, provided that each copy contains the following:

From Personnel Work in High School, by Germane and Germane, Copyright 1941 by Silver Burdett Company."

The State of Oregon obtained permission three years ago from the publishers and surviving author to reproduce the inventory and make it available at cost to schools in the state desiring to use it. To date over 14,000 copies have been purchased by Oregon schools. The cost at present is one cent each. The inventory may be used for eighth graders and adults as well as for those of high school age. It takes about 40-minutes to mark and about 4 minutes to score. There are two points of caution in using this inventory as well as any other vocational interest inventory. First, the inventory is designed to measure only interest and not ability; second, the re-

group meeting programs, and F.F.A. recreational trips are all effective devices.

The problem of selection boils down largely to motivating the right boys to choose a vocational agriculture course and to continue in it after having entered. Motivation in most instances boils down to the four basic principles of salesmanship. They are (1) attract attention; (2) develop interest; (3) create desire; and (4) impel action.

Someone has said that, to change the direction of a ball, hit it with a bat; to change the direction of a car, a different technique must be used—steer it around; to change the direction of human beings who are much more complicated than a car—steer further around. The instructor who recognizes the basic principles and utilizes as many different devices as he finds necessary to accomplish the desired results is one whose classes are usually filled with farm boys who will become farmers.

Finding time to teach adult classes

ARTHUR KURTZ, West Bend, Wisconsin

DID a real fisherman ever fail to find time in which to do his fishing? Does a person who really likes to play golf find it impossible to do so because he has no time? In short, does an individual who really believes in something or really enjoys doing some particular thing fail to do so because of the lack of time? To be sure, some of his activities may be limited because of the demand of a large number of varied obligations; but it is a rare person indeed, who does not get the important things done if he really has a mind to do so.

Why?

Therefore, in discussing the problem of budgeting the time of the instructor of agriculture so that adult classes may be taught; a little thought should be given to the question, "Why teach adult classes?"

There are many reasons why adult classes are an important part of a strong program of vocational agriculture, and it would be next to impossible to list all of them. However, the following considerations should be helpful in making the beginning teacher in particular, realize the importance of carrying on adult work in addition to the regular all-day classes.

1. Certainly no activity will do more for you in helping to get acquainted in the community.
2. A job well done in conducting adult classes will do much to improve your status in the community.
3. Teaching adults will help you as an instructor to keep your "feet on the ground" and more conscious of the real agricultural needs in the community.
4. The status of the school will also be improved by a job well done.
5. Much can be accomplished in the improvement of rural-urban relations.
6. Finally, probably no other single thing will give the instructor the immense satisfaction which is derived from successfully conducting adult classes where the judgment of the instructor is looked up to by a group of mature farmers who have years of practical farm experience behind them.

After we have once sold ourselves on the importance of adult work, a little common sense planning of the time available should make it possible for every instructor to fit this important work into an admittedly heavy schedule. All of us without exception, are provided with the same number of hours in the day in which to work and play. How we use those hours is left largely to the initiative of the individual.

With most teachers of vocational agriculture, the all-day classes with their many related activities come first. In most departments no one need be told that this is a full-time job in itself; so if we agree that adult classes should

be taught, it means that the instructor must budget his time carefully if he is going to do the job satisfactorily.

How?

A task well planned is a task half done, so logically the first step is to plan. In my own case my adult classes are usually held in different neighborhood centers each year; so after I have learned to know the needs of my community, I like to plan my rotation of neighborhood centers in which adult classes are to be taught several years in advance. Then during the course of my regular summer work, I begin to contact key farmers in the particular center in which the adult classes are to be taught that year. In each center is usually located a village hall, a rural school, or fire hall to which the farmers are accustomed to gather for various community meetings. The preliminary contacts early in the summer will settle on the place in which the class will be held; and then succeeding contacts with various leaders including farmers, feed dealers, bankers, implement dealers, etc. will, with comparatively little effort after the cooperation of these men has been secured, provide the means for getting the necessary enrollment.

By following this procedure, a few hours judiciously used during the summer months will make it possible with practically no effort at all to complete the final arrangements for the class when it is ready to begin. A final, attractive letter of invitation sent to the men included on your list accumulated during the summer plus newspaper and radio publicity, if possible, will usually insure the necessary enrollment. Of course, a class successfully completed one year will make it all the easier to come back to a particular center several years later to conduct a similar adult class.

Adult classes for the most part must of a necessity be taught in the evening. That means that time is needed for two things. First, planning the lesson and secondly, the time required for actually conducting the class. In selecting the night to hold the classes the interests of the group as a whole must be considered so as to eliminate the greatest number of conflicts which are always bound to be present. In planning each night's lesson well directed guidance on the part of the instructor should, with the co-operation of those present at the first meeting, help to set up a definite program for the year that will be easy to follow. After several years of experience, this important task usually consumes less time which makes the work of the experienced instructor much easier.

Perhaps you have heard some men complain about the late hours necessary in conducting adult classes. It is important not only for the instructor who has classes to conduct the next morning

to get his necessary rest, but the members of the class also have work to do the following day. That is why it is all important to set and follow a definite beginning time and likewise close the evening's discussion promptly at a specified hour. By doing so, everybody concerned will be better satisfied.

J. W. Studebaker once said, "Adult education is the hope of democracy." If we really believe in the importance of this statement, we will find time to get the job done and still have time in which to live our own lives. It can not be emphasized enough, it seems to me, that finding time really hinges on a firm belief and faith in an idea. With a firm conviction based upon good judgment and common sense, time in which to do a job becomes no factor at all.

Certainly as agricultural educators, we have the best product any salesman ever had to sell; let us not fail to make a real, live demonstration of our wares by including a well planned and executed adult class in balancing the program of vocational agriculture in our respective communities.

Some outcomes

(Continued from page 155)

farm plans to foster operational efficiency and general farm improvement. Ownership is probably a major factor in the application of conservation plans.

(4) Most veterans participating in the training program are learning how to solve farm problems. Some are in need of assistance in analyzing problems, in arriving at definite solutions, and in applying solutions to home farms.

(5) The trainee is realizing the significance of managing his farm as an integrated unit. Instruction in balanced farming apparently has done much to promote this realization.

(6) The program is doing very little to develop rural leadership abilities among the veterans. Opportunities available should be utilized to develop such abilities.

(7) The training program is instrumental to some extent in helping veterans to improve farm family living conditions. The financial status of the veterans and the matter of ownership probably have considerable bearing on their making major home improvements.

(8) The training program had done very little to promote effectively cooperative activities among the veterans. Veterans should be given the opportunity to benefit from cooperative undertakings.

(9) Apparently the previous formal schooling of veterans was not a major factor in their performing activities directly concerned with agriculture but was of some significance in their performing activities related to agriculture.

(10) The trainees are actually introducing new improved farming methods as a result of participating in the training program. The communities in which they reside have benefited as a result of increased proficiencies of the trainees.

Values of farm veteran training

With a comparison of four types of instruction

J. H. LINTNER, Supervisor, Ohio

THE many features of the Institutional On-Farm Program such as the use of teachers with limited educational background; restrictions on class enrollment and the requirement of a minimum number of on-farm visits; together with the phenomenal growth within the past two years, present many problems. These same factors encourage early appraisal of results to the end that they may be used to guide the present program in its later phases and to contribute to the planning for subsequent incorporation of veterans into existing young farmer programs or the development of an expanded program of adult education in vocational agriculture.

The purpose of this study was to investigate the effectiveness of Institutional On-Farm Training in Ohio with major emphasis on a comparison of the value of the four different types of instruction namely:

- Off-farm instruction taught by the veterans teacher
- Off-farm instruction taught by other educational agencies
- On-farm small group instruction
- On-farm individual instruction

Procedure

One hundred and twenty-five veterans situated in thirty-one classes and their instructors, selected by modified random sampling, were personally interviewed to secure the basic data. Only those veterans who had had at least twelve months training under the same instructor as of May 1, 1948 were included. The veterans were asked to appraise the importance to them, since they had become members of the veterans' classes, of sixty-one different problems which usually confront a young man in becoming established in farming. Following the appraisal of the importance of each problem, they were asked to evaluate the effectiveness of the four different types of instruction in helping them solve the problem.

The teachers were interviewed separately and asked to pass their judgment first, on the importance of the problems to the individual veterans in becoming established in farming and second, on the effectiveness of the different types of instruction in assisting the veteran in solving the problems.

The independent appraisals of veterans and teachers were tabulated simultaneously to determine whether the problems of the individual veterans were being recognized and the degree to which the different types of instruction contributed to their solution. Data were secured in this manner on which to base the effectiveness of the program in individual cases as well as a whole. The individual appraisals on a three-point rating scale were translated into numerical values for comparison and evaluation.

*Based on a study completed in partial fulfillment of the requirement for the Master's degree, Ohio State University, 1949.

tion. The sixty-one individual problems were combined into nine major groups to facilitate handling and point the way for areas which should be emphasized in third and fourth year training.

The overall effectiveness of the program arrived at indirectly by comparing the assistance provided by the different types of instruction to the importance of the sixty-one problems, was cross-checked by asking veterans and teacher to recommend the proper number of hours of instruction that should be used in any future program to accomplish the objective of successful establishment in farming.

Brief inquiry was made into the importance of subsistence payments enabling young men to become established in farming; and the effectiveness of selected teaching methods and aids. Background information on age, education, and marital status was also secured.

Summary of Results

1. Veterans' Needs for Training

The needs of the veterans for training as a group are indicated by the ranking according to importance (columns 1 and 2) of the major problem groups in Table 1. It should be noted that the appraisals of veterans and teachers are practically identical. Production agriculture problems rank high in importance in becoming established in farming. These are followed by management problems with the sociological problems of "Improving Country Living" ranking last. The need for stressing production agriculture in the first and second years is apparent.

TABLE 1. Veterans' and Teachers' Ranking of the Importance of Major Problem Groups and the Assistance Provided By the Different Types of Instruction.

Major Problem Group	Importance of Problem Groups		Off-Farm Assistance				On-Farm Assistance				Combined Ranking on total assistance (11)
			Taught by Instructor		Taught by Others		Small Group		Individual		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
	Veteran	Teacher	Veteran	Teacher	Veteran	Teacher	Veteran	Teacher	Veteran	Teacher	
Securing a farm and establishing business practices	8	8	8	8	6	7	8	8	6	7	8
Increasing efficiency of crops	1	1	1	1	1	1	1	1	1	1	1
Increasing efficiency of livestock	2	2	2	2	2	4	2	2	2	2	2
Improving buying and selling operations	4	5	5	5	5	5	6	6	7	5	5
Establishing a long-time plan for soil conservation	5	4	4	4	3	2	4	3	4	4	4
Increasing labor efficiency	6	6	6	6	7	6	5	5	5	6	6
Improving farm buildings, fencing and farm appearance	7	7	7	7	8	8	7	7	8	8	7
Improving country living	9	9	9	9	9	9	9	9	9	9	9
Improving the balance of farming operations	3	3	3	3	4	3	3	4	3	3	3

2. Assistance Provided by the Different Types of Instruction

Table 1 indicates that the assistance provided by the four different types of instruction generally follows the ranking of major problem groups according to importance. Greatest discrepancies appear in appraising the assistance provided in the off-farm instruction offered by other educational agencies in the matters of "Increasing the Efficiency of Livestock," and in individual on-farm instruction in "Improving Buying and Selling Operations."

Table 2 shows that the instruction provided by the veterans instructor in off-farm and individual on-farm instruction is of greatest assistance in helping veterans to become established in farming.

3. Recognition of Assistance Provided for Individual Veterans

Regardless of the total assistance provided by Institutional On-Farm Training, an even more important aspect of the program is the recognition of the problems faced by individuals and the provision of assistance to solve those problems. The agreement between teachers and veterans first on the importance of the problems faced and second in the assistance provided in solving is an indication of whether the teacher and veteran properly diagnose and overcome difficulties.

The ranking in Table 3 indicates that the problems of "Improving Country Living," "Soil Conservation," and "Crop Production," are readily recognized, while those of "Improving the Balance of Farming Operations," "Increasing the

Efficiency of Livestock," and Establishing Business Practices" present more difficulty.

Table 3 also shows that wide discrepancy exists in the agreement on assistance provided by the different types of instruction. When the assistance provided by all types of instruction is combined, it is apparent that only in the area of "Improving Country Living" and perhaps the "Improving of Farm Buildings, Fencing, and Farm Appearance" is instruction being provided to meet individual situations in exact proportion to their need.

The great difference between teachers and veterans in the assistance provided in individual problems of increasing the efficiency of livestock may be due to personal prejudice relative to breeds, testing, feeding, etc.

The low ranking of the assistance provided in "Improving the Balance of Farming Operations" for individuals in-



Veterans receiving instruction in the field conducted with the cooperation and assistance of personnel of their soil conservation district as part of a planned program.

TABLE 2. Veterans' and Teachers' Appraisals on the Assistance Provided By the Different Types of Instruction.

Type of Instruction	Total Assistance Provided				
	Veterans Totals	Teachers Totals	Average	Rank	Per Cent of Total
Off-farm instruction	11,377	8,506	9,942	—	—
Taught by veterans instructor	6,823	5,547	6,185	1	37.2
Taught by "others"	4,554	2,959	3,757	3	19.6
On-farm instruction	8,616	7,900	8,258	—	—
Small Group	3,464	3,002	3,233	4	17.0
Individual	5,152	4,898	5,025	2	26.2
Total of both off-farm and on-farm instruction	19,993	16,406	18,200		100

TABLE 3. Ranking of the Agreement Between Veteran and Teacher Appraisals For the Importance of Major Problem Groups and the Assistance Provided By the Different Types of Instruction.

Major Problem Groups	Importance of Problem Groups	Off-Farm		On-Farm		Combined Rank on agreement in individual situations
		Taught by Veterans Instructor	Taught by Others	Small Group	Individual	
	(1)	(2)	(3)	(4)	(5)	(6)
Securing a farm and establishing business practices	7	6	3	2	3	3
Increasing efficiency of crops	3	3	8	8	7	6*
Increasing efficiency of livestock	8	8	9	9	3	9
Improving buying and selling operations	6	4	5	5	4	5
Establishing a long-time plan for soil conservation	2	7	6	7	6	6*
Increasing labor efficiency	5	2	4	4	5	4
Improving farm building, fencing and farm appearance	4	5	2	3	2	2
Improving country living	1	1	1	1	1	1
Improving the balance of farming operations	9	9	7	6	8	8

*Indicates a tie.

dicates the opportunities for third and fourth year training in farm management.

A comparison of Tables 1 and 3 indicates that the total assistance provided by Institutional On-Farm Training follows the importance ranking of the problem groups very closely; while

wide discrepancies exist in the recognition of individual problems and the assistance provided.

4. Veterans' and Teachers' Recommendations on Number of Hours of Instruction

Table 4 shows the hours of instruction recommended by veterans and stu-

dents in the event that a similar program of Institutional On-Farm Instruction were established following some future war. It is interesting to note that the veterans' recommendations were higher than the teachers' and that the teachers' more closely approximated the existing standards. The ranges in recommendations are greater among the veterans than teachers.

All of the veterans felt that the off-farm instruction of the veterans instructor was of some value but varying numbers of individuals thought that all of the other types should be eliminated. One of the teachers thought that the small-group instruction was of no value and two held the same opinion relative to the efforts of the regular instructor of vocational agriculture.

The large number (18) of veterans who considered the work of the regular instructor of vocational agriculture of no value may not have realized his contributions to the program in helping the veterans instructor in lesson preparation, course organization et cetera, even though he did not teach any classes or make any farm visits.

5. Effectiveness of Selected Teaching Methods and Aids

The most effective teaching methods are class discussion and demonstrations with committee work the least effective according to Table 5.

The teachers felt that class discussion based on individual problems was more effective while the veterans preferred discussions based on general agricultural problems. Movies and slide films were next to demonstrations in effectiveness.

Reference data placed on the black-board and references to farm papers were considered about the same value. Bulletin references were less effective, but ranked much higher than textbook references.

Reports made by members of the class and the use of student notebooks ranked low in effectiveness. Both teachers and veterans placed committee work at the bottom of the list in effectiveness.

(Continued on page 160)

Values of farm veteran training

(Continued from page 159)

Conclusions

As a result of this investigation the following conclusions may be drawn:

1. Institutional On-Farm Training as now constituted is meeting the needs of the majority of the veterans according to the veterans and teachers interviewed.

2. All of the four types of instruction are of some value in enabling veterans to become established in farming.
3. The present totals of 200 hours on-farm and 100 hours of off-farm instruction are not excessive.
4. The present ratio of off-farm to on-farm hours of instruction is approximately correct.
5. The biggest discrepancy between the present standards and needs

TABLE 4. Veterans' and Teachers' Recommendations On Hours Of Instruction Per Year By Type of Instruction.

125 Veterans' Recommendations			Type of Instruction	31 Teachers' Recommendations			Combined Recommendations*
Average	Range	Number of Zero Hours Recommendations		Average	Range	Number of Zero Hours Recommendations	
243.0	—	—	OFF-FARM INSTRUCTION	204.0	—	—	221
160.4	100-300	0	a. Taught by veterans instructor	145.4	100-225	0	152.4
31.0	0-200	18	b. Taught by regular instructor of vocational agriculture	22.9	0-50	2	20.4
24.1	0-100	12	c. Taught by "others"	13.8	10-50	0	23.4
27.7	0-100	4	d. Educational trips	21.9	5-60	0	24.8
95.1	—	—	ON-FARM INSTRUCTION	96.9	—	—	96.2
39.8	0-200	8	a. Small group instruction	35	0-100	1	37.4
55.3	0-150	5	b. Individual instruction	61.9	15-200	0	58.8
338.3	—	—	Total of all types	300.9	—	—	317.2

*The totals of instructors' recommendations were multiplied by 4 (1) and added to the totals for veterans before dividing to determine the combined recommendations.
(1) Veterans' appraisals were as individuals. Teacher appraisals covered all self-proprietors in their classes who had completed one year of training and were given a weighting of four since the average class had four times as many self-proprietors as were included in the sampling.

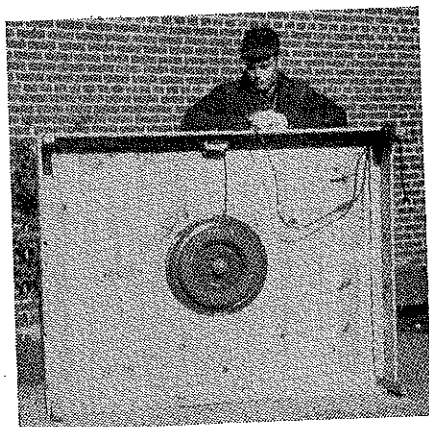
TABLE 5. Veterans' and Teachers' Appraisals of the Effectiveness of Selected Teaching Methods and Aids In Enabling Veterans To Become Established In Farming.

TEACHING METHOD OR AID	125 Veterans' Appraisals	31 Teachers' Appraisals
	Rank	Rank
Class discussion based on individual problem (Class discussion based on general agriculture problem)	2	1
3. Demonstrations	1	3
4. Movies and slide films	3	2
5. Textbook references	4	5#
6. Reference to bulletins	9#	10#
7. Reference to farm papers	5	8#
8. Mimeographed material prepared by teacher	6	5#
9. Reference data placed on the blackboard	9#	10#
10. Report made by members of the class	7#	4
11. Material written on veterans notebooks	7#	8#
12. Committee work	11	7
	12	12

#Indicates a tie.

of the veterans is in the off-farm instruction taught by "others." The present ratio of off-farm instruction taught by the veterans instructor and taught by "others" is slightly high for the veterans instructor, approximately correct for the regular teacher and much too low for educational trips.

6. Although the flexible standard for individual and small group instruction readily permits individual adjustments, the existing ratio of 61 to 39 hours of instruction for individuals and small groups will meet the veterans' needs and desires.
7. Institutional On-Farm Training discovers the individuals' needs for training in the majority of the cases, but is not always successful in solving individual problems.
8. The individual veterans felt that their needs for training were greatest in production agriculture



Veterans value individual instruction which enables them to achieve tangible improvements like the chick brooder shown here.

and least in "appreciation" of farm life.

9. The discussion and demonstration methods of teaching are of greatest value in Institutional On-Farm training although all methods and aids are of some value.
10. The teachers' biggest problem is to make the instruction fit the needs of a rather divergent group in age, educational background, marital status and farming opportunity.

Using the farm survey

JEAN F. CARLTON, Teacher,
LaPlata, Maryland

THE farm survey has proven to be a valuable aid in organizing and conducting on-farm training classes in Maryland. It was first used in Charles County in cooperation with the State Department of Education. It has since been adopted with revisions throughout the State.

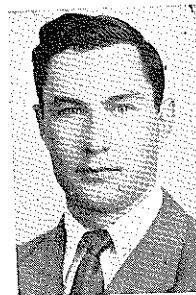
The farm survey has been of particular help to the County Advisory Committee with considering approval of the veteran's farm facility. Most of the "leg-work" formerly required by the committee in checking farms has been eliminated. With the completed survey before it, the committee can quickly determine the possibilities for each veteran's training and the conditions under which he will work.

The survey presents an inventory of the crops, livestock, buildings, equipment, and soil condition of a farm where a veteran will take his training. It consists of a check list of farm facilities on a single sheet with ample space provided for the recording of the desired information. Space is provided for the veteran's name, address; race, farm owner's name, type of farming carried on, total acreage in the farm and the percentage of control exercised by the veteran. In the case of tenancy, the percentage of control is a measurement of the managerial responsibility that the veteran may have over the farm or that portion of the farm that he works, together with his financial share in the farm business. The farming status of

(Continued on page 166)

Effective methods in farm veteran training

STEWART A. WOODS, Farm Veteran Specialist, Lincoln, Nebraska



S. A. Woods

Institutional on-farm training has opened a field of education with endless possibilities and new horizons. It has placed an emphasis upon adult education in the field of agriculture that has long been needed. It has provided a tool for making vocational education really vocational. But in order to make really effective use of this "tool," it has been necessary to develop, through trial and error, effective methods of application.

At least five methods were provided for reaching this objective. These methods consisted of off-farm or classroom instruction, the group on-farm instruction, the individual on-farm instruction, the use of other agencies, and the use of special projects. The problems then were the use and coordination of these phases to obtain maximum efficiency in instruction, and how to get the greatest possible adaptation of the practices taught.

Problem Solving

To permit maximum participation in the solution of problems, the classroom instruction should be the conference type. In order to make such instruction specific, it followed that this phase of the program should be taught on a problem basis. That is, each discussion should center around a specific problem encountered generally on the students' farm units. These discussions should be practical in nature and include as much of the contributory science as necessary to arrive at the solution of the problem. Definite conclusions should grow out of the problem-solving discussion.

An illustration of this method of off-farm instruction was observed last spring. It was noticed on the farms of one class that the death rate of pigs at farrowing time was high. The problem of saving pigs was important to the class as a whole, so this problem was taken as the subject for class discussion. For class purposes the problems were limited to one specific case: "What should Bill do to save more pigs this spring?" Bill's situation was outlined to the class so that each student could compare his own situation with Bill's. The class then discussed the possibilities for saving more pigs. These possibilities and the factors affecting them were outlined on the blackboard as they were drawn from the class. Conclusions were finally drawn that if Bill wanted to save more pigs at farrowing time he should install guard rails, use pig brooders, and should use less straw. During the process of the discussion of this student's problem, possibilities and factors affecting other members of the

class were brought out automatically so that all members of the class could adjust their situation to the solution of the problem. In this way each student was solving his own problem at the same time that he was helping to solve Bill's. Each man left with a definite plan for saving more pigs on his own unit.

Group Instruction On The Farm

The group on-farm instruction should follow the classroom instruction in much the same manner as the laboratory follows the class. It should be developed to demonstrate practices discussed in the classroom work and should include groups small enough to permit active participation of each student in the work involved. These groups should consist of those students who have similar problems on their own units.

To illustrate the group on-farm instruction, consider the subsequent action to the classroom example used above. After discussing in class Bill's problem of saving pigs, the instructor decided that a group on-farm meeting to demonstrate the solutions arrived at in class would effectively clinch the solution of the problem. With this in mind, several small group meetings were planned and executed on the farms of the students. In these meetings the solutions arrived at in class were demonstrated. Guard rails and pig brooders were installed, and the house placed in order for farrowing.

With this background of class study and group on-farm instruction, the student should be in a position to act on his own farm. The instructor can, in his individual farm visits, secure the cooperation of the student in setting im-

the class, the group on-farm and the individual on-farm instruction with continuity of purpose and program, and with constant repetition of the problem solving method, should result in the development of the problem solving ability in the student.

Use Of Consultants

As aids in effective instruction, the use of other agencies and the use of special projects present a host of possibilities. It is important that the agencies, such as the Soil Conservation Service, the Extension Service, the Farmers Home Administration, Rural Electrification Association, and other agencies with like purposes, be used in the coordination of the overall program. However, these agencies should be used to supplement the institutional on-farm program, not to replace or duplicate it. It is important that the students develop the habit of using the services which these agencies provide, since the tenure of this program is limited. But other agencies cannot give as specific help as the instructor. Some instructors have felt that the men in these agencies, being specialists, were better equipped to conduct classes or demonstrations than themselves. It has been noted that classes and demonstrations by other agencies are usually far more general in nature and scope than similar classes by the instructor. Other agencies often direct their instruction toward a general assembly with a view to orientation rather than to a specific solution of a problem. When used, the personnel of other agencies should be used as specialists or consultants; that is, to answer specific questions relative to a problem to be solved. At all times the discussion should be under the direction of the instructor.

Veterans' teachers have made the point that, in demonstrations provided by other agencies, more and better equipment is available than where the instructor develops his own demonstra-

Methods and Materials

W. A. SMITH

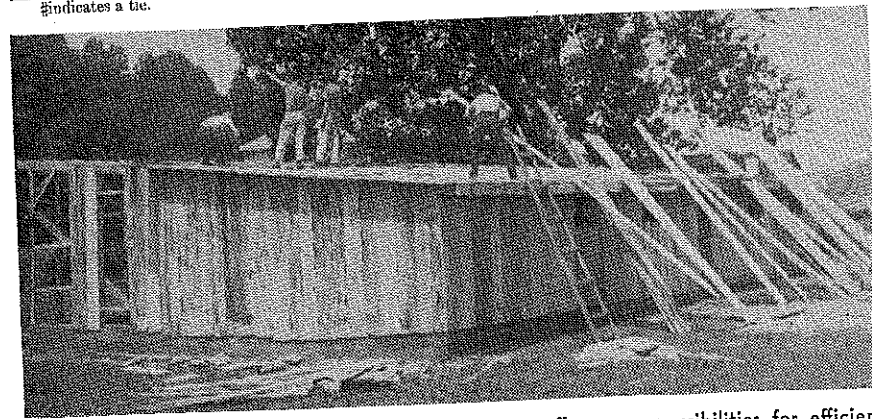
provement objectives for each individual. Recommendations made should take into consideration the ability of the man to complete them. But no recommendation should be made unless both the student and instructor feel that it can be accomplished within a reasonable time and, in most cases, by the time of the next visit. The student should be expected to apply those practices which pertain to his operations. Where necessary the instructor may give individual instruction and assistance in fitting the principles taught and the techniques demonstrated to individual students' problems. The individual on-farm visit should thus consist primarily of supervision, recommendation, individual instruction and checking to maintain a constant evidence of progress.

Following this line of teaching, uniting

tions. This is probably true and is the very reason for the instructor's developing his own program. It is essential that the student learn to work with the facilities available to him. He does not always have the best or the most, and must therefore learn to work with less. It is desirable that a spirit of personal ingenuity be developed and that the student learn to solve his problems with the information and tools available. As a supplement to the program, it is desirable that the student become accustomed to going to other agencies for information and services available; but, as mentioned before, it should supplement, not duplicate or replace the work of this program.

Special class projects have been valuable, both as interest builders and in

(Continued on page 166)



Small group instruction on farm construction projects offer many possibilities for efficient and economical learning.



Helping young farmers to develop competency in solving problems on their own is an important objective which can be reached through individual instruction.

Emphasis on individual instruction in Oklahoma program for veterans

CHARLES THOMPSON, Supervisor, Oklahoma

THE Oklahoma Veterans Agricultural Training Program is the most intensive adult agricultural education program ever attempted in this state. At the present time more than 15,000 farm veterans are enrolled in classes in 350 Oklahoma high schools. By the time the program is completed at least one-tenth of the adult farmers of the state will have received training. A training program of this magnitude should, over a period of years, have an enormous effect on this state's agriculture; indeed, it must if the expenditure of public funds is to be justified.

Seven hundred and thirty-two instructors are currently employed and the average class size is approximately twenty-one trainees. The training program has been patterned after the state's program in vocational agriculture with the main emphasis being placed on individual rather than group instruction. Instructors are faced with not one, but different situations for each of his trainees. Methods of carrying out individual instruction have thus become leading problems among teachers of veterans agricultural trainees.

The objectives of the veterans agricultural training program as defined in Oklahoma are, first, the successful establishment of veterans in farming, and second, the development of their ability to farm productively and profitably on a continuing basis. On a state-wide basis these objectives will have to be accomplished through the solution of such general problems as permanent tenure, soil conservation and improvement, livestock improvement, home improvement, and the marketing of farm products. On the local level, however, these problems must be defined in terms of specific

objectives for each trainee's farm. The instructor and trainee must agree on what can and should be done to transform the trainee's farming situation into a sound operation from an economic point of view during the period of the trainee's enrollment. Individual instruction should center around the establishment of these objectives and their subsequent attainment by the trainee.

It is absolutely essential that the veterans' instructor obtain the confidence of the men with whom he is to deal. For the most part veterans entering farming are eager to get advice which will help them become better farmers, but they must first believe that their instructor has sufficient knowledge and ability to help them and that he will not betray their confidence.

The first duty of the instructor in individual instruction is to become thoroughly familiar with the trainee's farming situation. He must be able to see the capabilities of the farm under the management of the individual trainee. This necessitates a knowledge of the major factors for success in farming—i.e. (1) size of business, (2) yields of crops and livestock, (3) combination of farm enterprises, and (4) labor efficiency. A thorough evaluation of twenty or more different farming situations cannot be accomplished without considerable effort on the part of the instructor.

The capabilities of a farm and farmer can most quickly be developed after developing objectives for the farm as a whole and for each farm enterprise. For the best understanding on the part of the instructor and the student these should be in writing, and should be recorded so that frequent reference can

be made to them. These objectives should be based on what has been done by successful farmers under similar conditions.

A schedule of approved practices for each farm enterprise should supplement these farm objectives. The instructor's regular visits to the trainee's farm should include a check on how well such practices are put into effect. If the trainee is conscious of the fact that his progress is being measured it will be an added incentive for him to do a better job. While checking on the trainee's performance time may also be provided for planning further practices which the trainee will carry out prior to the instructor's next training visit.

The trainee's activities in the production and marketing of each farm commodity should be followed by the instructor with a careful evaluation of his methods. Considerable emphasis should be placed on the keeping of farm records and on the careful analysis of these at the end of the business year. An example of the results of good record keeping on the part of a veteran's agricultural trainee was very recently called to my attention. Leo White, a trainee in the class at Wagoner, Oklahoma, started farming October, 1945, after leaving the service. His original idea was to farm cash crops on a large scale on rented land. He invested heavily in machinery and equipment and last year cultivated approximately 350 acres. He supplemented this operation with a laying flock and some livestock. His records over a three year period showed that he was making greater returns from his livestock and poultry than from his cash crops. As a result he sold most of his equipment and purchased a 160 acre farm this year and is developing a livestock and pasture program.

Not to be overlooked in the job of establishing veterans in farming is the subject of home improvement. The so-called "modern conveniences" of running-water, electricity, and bathrooms are coming to be looked upon as near necessities. The veterans instructor can be of much help in assisting the farm veteran to obtain these facilities where they are not already present. Many instructors in Oklahoma also attach a great deal of importance to the appearance of the farmstead as a step in successful establishment.

Instruction Guide

Oklahoma has taken a positive step toward increasing the efficiency of its instructors in individual instruction of trainees. Several teaching aids have been published, but one in particular is of primary significance. Known as the "Individual Instruction Guide and Record," it attempts to direct the instructor's efforts toward some of the things believed to be most essential in a program of individual instruction.

The Individual Instruction Guide and Record was designed to be kept by the instructor somewhat as a companion to the trainee's farm account book. Among other things it duplicates some items from the trainee's farm account book with which the instructor, as well as the trainee, should be thoroughly familiar.

(Continued on page 163)

Build course on needs of veterans

JOHN C. HART, Teacher of Veterans, Geneva, Alabama

LEARN to do by doing, which is vocational agriculture in its essence, is also fundamental in the program for veteran's. This is a fact which should not escape the veteran's teacher because it challenges him to plan his program to meet the needs of those under his direction. If we learn by doing, then it is indeed important that what we do is what we need to learn.

Since the purpose of the program is to help the veteran become established in farming, the teacher plays one of his most vital roles when he helps the veteran discover what his own individual needs are so far as his becoming established in farming is concerned. There are choices he will need to be guided in making, for example: establishing the veteran on an A-1 farm equipped with new equipment, purebred livestock, new home and all modern conveniences may be much more interesting for both the teacher and trainee. It may also present a much better picture to an outsider, but would this always be a wise choice. In some cases it may not. The veteran may not be ready for such a venture. He may lack the necessary managerial ability or financial backing. If either is true it would be a wiser choice for the veteran to be enrolled as a tenant farmer before making the step into farm ownership and it is the responsibility of the teacher to guide him in making this choice.

The individual needs of the veteran are determined by the type farm he is tending, and it is up to the teacher to help him determine these needs. This is done by making a survey of the entire farm keeping in mind such things as the possibilities of his farm for adequately supporting his family and the type farming that should be done on his land. This survey gives direction for plans, for when the veteran and the teacher know the possibilities of the farm, definite long time planning can be done. Such planning will include; live at home program, cash enterprises, feed crops, workstock and equipment, farm management, conservation of soil and natural resources, home improvement and farm shop.

When this type planning has been done the teacher will begin to see his responsibility to the veterans for each veteran and farm is an individual unit offering its own problems. From these problems and needs of the trainees the teacher can prepare his course calendar. Those needs which are common to all the trainees in the class may be taken up in group instruction but those that apply only to individuals should be taken up in individual instructions on the trainees farm.

In the instructional phase of the program, we are confronted with the methods to use in teaching. There are any number of methods that may be used, but we could not say that any one method is best as it will in all probability take a combination of them. If for example we were teaching the job of terracing, could we get by with



Marketing presents many problems with which instructors can help. Veteran trainee and son marketing their broilers. He also has cotton, peanuts and hogs as additional cash enterprises.

a lecture? We will agree that in a job of this nature it will take a combination of lecture, supervised study, demonstration and field trip. We must always keep in mind that we have not taught until someone has learned.

One of the problems we have had in Geneva County has been farm shop training. We did not have the facilities for giving adequate training in farm shop. We have now eliminated this problem with the use of a mobile shop that was constructed by the teachers and trainees. This shop is complete with power and hand tools. The shop is moved into each community giving each class access to a modern, well equipped shop. There are other methods that might also solve this problem; the trainee might bring his own tools in for shop work, or it might be that the class will be so located that it may have access to the regular school shop.

Our product should be a group of veterans that have established themselves in the occupation of farming.



Farm shop instruction and facilities are taken to the farm.

To be established we should say that in addition to the equipment and tools to carry on farm work, the veteran would have the managerial ability to plan, operate and finance his farm in a business like manner. If all this has been accomplished, the veteran's standard of living will have been raised and through his efforts and management he should be able to maintain this standard. We may at this point determine our success as a teacher.

Emphasis on individual instruction

(Continued from page 162)

iar. These included the farm inventory, a copy of the trainee's farm objectives and his farm plan of operation, a map of the farm layout, a summary of the year's financial transactions and the trainee's labor income, and a farm business analysis. In addition to this information it provides space for listing on a monthly basis improved practices which the trainee intends to carry out, and a record of visits made to the trainee's farm.

With the above information on each trainee, the instructor knows the financial soundness of each veteran's farming program, and has a very good idea of what the trainee hopes to accomplish by his efforts. With a summary of business and a complete farm management analysis of the business, the instructor may point out strong and weak points and assist the trainee in making needed adjustments. The Individual Instruction and Guide and Record provides the instructor with the basic knowledge he needs, about the trainee and his farming situation, to develop a training program tied directly to and based upon each trainee's own farm. It guides him in teaching managerial skills which would otherwise be by-passed because of lack of understanding on the part of the instructor.

The Oklahoma program has by no means solved all of its problems of individual instruction, but it has, I believe, made some noteworthy advancements. Individual instruction is looked upon as the heart of our farm veteran's teaching. It is the thing which makes the distinction between teaching farming and just teaching about farming.



Veterans are interested in farm shop phase of training program.

Handling a chapter owned tractor

JOHN R. WILLIAMS, Teacher, Brandywine, Maryland



John R. Williams

EVERY teacher of vocational agriculture dreams of the day his department will have a tractor. He thinks of all the ways the tractor can be used to make his instruction more meaningful to his students. Habits of prompt and thorough attention to the maintenance

Some boys will have had considerable experience driving their father's tractor, while others may have had little or no experience. Few boys will admit before the others that they don't know how to drive a tractor. Many of the boys will have bad tractor driving habits. Since there is such a difference in tractor driving skill among the boys, a unit on driving a tractor should be taught all boys. Each boy should take his turn on the tractor and do all operations normally done on the farm. Poor drivers should be required to practice

needs of the tractor can be developed. Safety, a sadly neglected item on too many farms, can be taught by example. Crops can be grown as demonstrations and experiments. The tractor can help the F.F.A. chapter to increase their balance in the bank. More superintendents and boards of education are beginning to realize that a tractor and a plot of land are just as important to the effective instruction of vocational agriculture as a typewriter is to a commercial department or a table saw to an industrial arts department. Therefore, more and more vocational agriculture departments are seeing their dreams come true.

Teacher Responsibilities

When the tractor comes to the vocational agriculture department it brings with it responsibilities and problems of management which, unless promptly and effectively solved, may decrease the effectiveness of the tractor as a teaching aid. The writer recently was given a tractor by his school board and has had to solve these problems. In this article an attempt has been made to point out some of the problems that arise and to suggest possible solutions.

First, who will drive the tractor?

until they attain satisfactory skill. Before a student is permitted to operate the tractor the teacher should have a note from that boy's parents releasing the teacher and the school board from any responsibility in case of accident. The chapter should also have insurance to protect it from suit in case the student driving the tractor injures someone else.

Driver and Maintenance Training

Instruction on maintenance of the tractor is a natural supplement to the instruction on driving. The student should be taught that prompt and thorough maintenance is just as much a part of becoming a skilled tractor operator as are the operations which make the tractor go. Instruction in general maintenance such as lubrication, fuel system service, air cleaner service, spark-plug service, battery service, and

cooling system service should be included. The operator's manual of the school tractor might be used as a text with boys practicing the operations. Points of danger should be noted and safety emphasized throughout this unit.

At the end of the unit a practical test may be given. It can naturally be divided into three parts as follows:

1. A driver test where the boy drives over an obstacle course to demonstrate his ability to handle the tractor. This part may be graded by counting points off for each time he stalls the engine, forgets to turn on the gas, and so on.
2. A servicing test where the boy demonstrates his ability to lubricate and service a tractor by doing it.
3. A written test containing questions on knowledge which a boy should have but which would not ordinarily be demonstrated by the servicing and driving tests.

After the boy has successfully passed all three tests he may be issued a school driver's permit. Only boys with the tractor driver's permit should be allowed to use the chapter tractor. This will provide a strong incentive to acquire knowledge which will help students operate tractors at home as well as the one at school.

Records and Supplies

Tractors require servicing at different intervals for different operating parts; the time between servicings usually being expressed in hours of service. With several students using the tractor it is difficult to keep track of the hours of operation and to know when services should be performed. To overcome this, it is suggested that a tractor log be kept. The log may be in an inexpensive notebook kept in the tractor's tool box. The student should be required to write his name, the job he performed, and the hours he operated the tractor each time he takes the tractor out of the building.

Farm Mechanics

R. W. CLINE

If he performs a maintenance service he should record it also. In this manner the teacher and students always know how long the tractor has been operated and when a service job should be done. It also designates the person responsible when a job is not done, or some damage is done to the tractor.

Sufficient supplies must be provided, either by the school board or by the F.F.A. chapter, to enable students to perform service operations and make repairs promptly. For example, oil should be on hand to make changes when needed. Oil permitted to stay in the tractor after it is time to change may damage the motor. If the teacher allows this to happen, he is teaching that it is all right not to change the oil regularly. Boys will learn more quickly by what is done than by what is said.

Building a Young Farmer Organization

F. J. MILLER, Teacher, Oshkosh, Wisconsin

YOUNG farmer classes have several objectives, chief of which is establishment and proficiency in farming. The need and acceptance of this program has brought about a rapid growth of this work in many states. Last year over 7,000 young farmers in Wisconsin, attended over 200 young farmer classes which were taught by 177 instructors.

In many communities the young farmer classes have organized themselves into a young farmer club or association. Some of them have a definite program of work, others are entirely social in nature. In 1935 the young farmer class in Oshkosh, Wisconsin organized a club known as the "Oshkosh Young Men's Agriculture Association," in brief the Y.M.A.A.

The success of a young farmer organization depends upon its need and purpose in the community as well as the organized activities which the club sets out to sponsor. A well developed constitution and by-laws are not enough to make and maintain a successful organization. It must be an integral part of the school and community and, it must have a definite program of work with specific objectives. Some such objectives of the club are:

1. To develop leadership in the agricultural community.
2. To help the young man develop confidence in himself.
3. To encourage the young man to stay on the farm.
4. To decrease farm tenancy.
5. To help the young man become established in farming.
6. To help him earn some money at the present time.
7. To provide for agricultural education and recreation.
8. To develop an appreciation for agriculture as a means of livelihood, social recreation, and the love of the out-of-doors.

The question is often asked, who should be enrolled in the local young farmer organization? Our experience has offered no difficulty on this point. In fact, we might be criticized for permitting the older members to remain with the club after they have reached 25 to 30 years of age. We believe that this shows definitely that there is a need for its existence.

In 1948 the writer made a little

OSHKOSH YOUNG MEN'S AGRICULTURAL ASSOCIATION 1949 PROGRAM OF ACTIVITIES

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|--|--|
| <p>January</p> <ol style="list-style-type: none"> 1. Series of educational meetings, 4, 11, 18, 25. 2. Monthly business meeting, 18. 3. Begin annual farm records. 4. Y.M.A.A. basketball. <p>February</p> <ol style="list-style-type: none"> 1. Series of educational meetings, 1, 8, 15, 22. 2. Monthly business meeting, 15. 3. Send delegates to Farm and Home Week. 4. Send delegates to Little International. <p>March</p> <ol style="list-style-type: none"> 1. Series of educational meetings, 1, 8, 15, 22. 2. Monthly business meeting, 15. 3. "What Does the Dairy Market Want?" by Richard Ames. 4. "Consolidation of rural schools" by Miss Eva Monson. 5. Annual producers night program. 6. Co-operative ordering of fruit stock and certified seed. 7. Annual spring banquet, 29. <p>April</p> <ol style="list-style-type: none"> 1. Monthly business meeting, 19. 2. Complete entries for 75 bu. corn club. 3. Home ground clean-up program. <p>May</p> <ol style="list-style-type: none"> 1. Organize summer activities. 2. Regular monthly meeting, 17. 3. Observe soil conservation program. 4. Disposal of nursery and certified seed stock. | <p>June</p> <ol style="list-style-type: none"> 1. Regular monthly meeting, 21. 2. Farm field day at Madison. 3. Farm safety reports. 4. Strawberry festival. <p>July</p> <ol style="list-style-type: none"> 1. Plans for county and state fair. 2. Regular monthly meeting, 19. 3. Check grain yields. 4. "Producing Grade A Milk" by Myron Clark. <p>August</p> <ol style="list-style-type: none"> 1. Y.M.A.A.—Kiwaniis farm tour. 2. Regular monthly meeting, 16. 3. Booth at county fair. 4. Farm safety checkup. 5. Exhibit at county and state fair. <p>September</p> <ol style="list-style-type: none"> 1. Check 75 bu. corn club yields. 2. Regular monthly meeting, 20. 3. Participate in junior livestock show. <p>October</p> <ol style="list-style-type: none"> 1. Organize educational series of meetings. 2. Check corn and grain records. 3. Regular monthly meeting, 18. 4. Make plans for corn festival. <p>November</p> <ol style="list-style-type: none"> 1. Series of educational meetings, 1, 8, 15, 22, 29. 2. 12th annual corn and grain show. 3. Y.M.A.A. basketball. 4. Plan program of work for 1950. <p>December</p> <ol style="list-style-type: none"> 1. Annual Christmas party and social. 2. Series of educational meetings, 6, 13, 20. |
|--|--|

study in Winnebago county to find out what the young men who have formerly enrolled in agriculture were doing. The study covered the years from 1940 to 1947 inclusive.

Occupational Status of the Graduates:

Owner and operator	5 per cent
Land renter	5 per cent
Manager of a farm	4 per cent
Partnership in a farm business	28 per cent
Farm laborer with specific wages	21 per cent
Working at home with allowances	6 per cent
Engaged in occupations related to farm	6 per cent
Enrolled in agriculture at college	3 per cent
Professional agricultural workers	0 per cent
Occupations not related to agriculture	20 per cent
In non-agriculture colleges	2 per cent

According to the forgoing data 78 per cent of the young men who studied vocational agriculture are directly or indirectly engaged in farming. Twenty-eight per cent are actively engaged on the partnership basis with their dads. These people need the assistance of an organized young farmer group.

We feel that the success of our club at Oshkosh may be attributed to the activities, accomplishments and the program of work of the club. The Oshkosh Y.M.A.A. meets regularly throughout the year. They have their social and business meeting on every third Tuesday night in the agricultural room. Summer meetings are held at the homes of the members, as well as at the adviser's home. Refreshments are usually served by the club at each monthly meeting. The Oshkosh Y.M.A.A. also sponsors the young farmer classes which meet from October to April each year. These classes are also held at the school. Outside speakers often supplement the instruction given by the local adviser.

Some of the activities outlined in the program of work of the local young farmer organization at Oshkosh are:

1. To promote a quality milk program in the community.

(Continued on page 166)

YOUNG MEN'S AGRICULTURAL ASSOCIATION	
<i>Official Membership Card</i>	
Member's Signature	This is to certify that _____
	is a member in good standing until _____ 19____
	of Oshkosh Chapter located at Oshkosh, Wisconsin.
	Local Secretary _____
Local President _____	
Local Adviser _____	

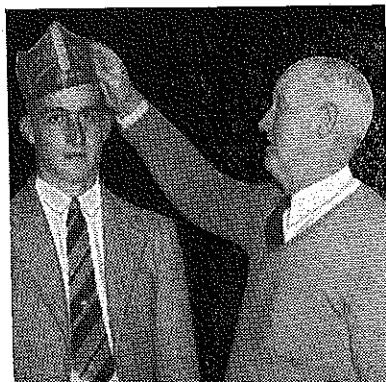
Building a young farmer organization

(Continued from page 165)

- To develop a herd health program in our dairy business.
- To cooperatively purchase seeds and necessary farm supplies.
- To develop a systematic sow testing program.
- To increase the herd average in butter fat production and feed more economically.
- To encourage and promote social activities in the club.

Each year the club sponsors a dance, a Christmas party, a corn and grain festival, a tour of dairy farms in other communities, a booth at the county fair, a banquet for its members, wives and sweethearts, a strawberry festival, a farm tour arranged for the local Kiwanis Club, where new developments are pointed out, basketball games with other rural youth organizations, and many others.

Crowned "Corn King"



- To sponsor and promote the Oshkosh 75 bu. Corn Club, and the Oshkosh Oats Club. The corn and oats kings are crowned at the annual Corn and Grain Festival which is held in November. The two crowned kings receive an expense paid trip to the Chicago International Livestock show in December; this is financed by the local Kiwanis Club.
- To encourage and develop home beautification among its members, each year an illustrated talk on landscaping and home renovation is given by a representative from the university or a local landscape gardener.
- To promote a farm safety and hazard removal program on the home farms.
- To develop pasture fertilization demonstrations on the members' farms.
- To encourage exhibiting at the county and state fairs.
- To sponsor the annual corn and grain festival (county wide).
- To cooperate in sponsoring the farm institute and the dairyman's

producers night program, which is held annually in March.

- To encourage soil conservation through the services offered by the county extension forces.
- To conduct a series of educational meetings in the form of young farmer classes during the fall and winter months.

Success of the program depends upon the participation of its members. Most of us as teachers are very apt to try to carry the entire load, responsibility and credit for the work done with the club. Give the young men a chance to show their ability and kindle their interests. The adviser should often visit them at their place of business, which is their farm. The Young Farmer Organization will help them to maintain interest in farming and help them to eventually acquire the distinction of being a good farmer, so that they may find their place in and be a definite part of the community in which they live.

Using the farm survey

(Continued from page 160)
the veteran is also listed to show whether he is an owner-operator, partner, share-cropper, or on salary. The remainder of the survey is devoted to an inventory of the farm facility under the following headings.

Utilities and Farm Buildings

The utilities of the farm are surveyed to determine the extent electricity, telephone, running water, bath facilities, and good roads are used or available. Farm buildings, such as the dwelling, barns, stables, poultry houses, and other out-buildings are listed with blank spaces provided for the number and size of each to be recorded. Additional space is provided for the listing of buildings not included on the printed form.

Land Use and Crop Acreage

The total acreage of the farm is surveyed as to the acreage in meadows, pastures, woods, marshes, crop land, idle land and waste land. Each of these categories is subdivided in the acreage that may be classified as to whether the soil used is good, fair, or poor quality. The acreage of crop land is further divided into the number of acres devoted to crops such as tobacco, corn, wheat, hay, garden, fruit, and truck crops. These are shown as acreage planted for sale and the acreage planted for farm use.

Machinery and Livestock

This phase of the survey provides for two listings; that machinery and livestock owned by the trainee and that owned by the landlord or available for use by the veteran. This inventory covers machinery including tractors, plows, spreaders, planters, mowers and others. Livestock listed includes horses, mules, beef cattle, dairy cattle, sheep, hogs and poultry.

The farm survey is compiled by the instructor of the class in which the veteran will be enrolled prior to enrollment. When the veteran is approved and enrolled, a copy of the survey is placed in the instructor's individual veteran file and used in the planning of his

individual training program. A copy is sent to the State office as they find this information valuable in keeping them informed concerning each veteran's local situation and working conditions.

The survey is also used in conducting supervisory visits and in making recommendations. Not only does it show the extent of the veteran's farm business, but also points out those things needed for more efficient operation. It may also be used as an instrument for measuring progress and improvement. Use of the farm survey thus far has proven it to be a valuable tool, a time-saver, and a store-house of information about each veteran's farm training program.

Effective Methods

(Continued from page 161)
the instruction. Examples of these are feed mixing cooperatives, group importation of high quality dairy stock, home-stead beautification contests, weed control cooperatives, and dairy improvement cooperatives.

One class organized a cooperative feed mixing ring. This tended to give the class a very definite interest in the program as a whole. It provided an opportunity to study feeds and feed mixing, established a means of studying cooperative methods, and assured that the students would adopt balanced feeding practices.

Out of this cooperative movement developed a cooperative weed spraying organization. From returns from the feed mixing, portable weed sprayers were built. These were made available to members of the class and to other farmers in the community. It served to intensify interest in weed control measures.

Several of the classes have imported high quality dairy calves and heifers, and organized artificial insemination associations. This dairy improvement movement has opened up new fields for instruction in the care and feeding of good dairy stock. At the same time, it has provided a start in stabilization of farming programs.

Thus the use of special projects has presented possibilities of improving instruction by recognizing the problem, then studying the solution. When the problem is pressing, a study of the solution will hold greater interest.

Are we overlooking something?

(Continued from Page 147)
going to look to these men for leadership. What an opportunity we have as we train these future leaders in farming to also train them in good citizenship—which means cooperating with their neighbors in the betterment of their communities, the improvement of their local government, their participation and direction of their local schools, churches, and any other organizations in their communities.

Are we overlooking something? Are we just training good farmers, or are we training for American citizenships?

L. Glenn Zinn, Teacher
Grafton, West Virginia

FELLOWSHIP

Clemson Leader



J. B. Monroe

J. B. MONROE, Head of the Agricultural Education Department at Clemson College, was graduated at Clemson in 1915. He received his Master's degree at Texas A. and M. College in 1934. He did graduate work at Peabody Teacher's College, University of Chicago,

and Cornell University.

Mr. Monroe has been teaching for 36 years. He served as superintendent of schools at New Waverly, Texas for eight years, and was critic teacher for trainees at Sam Houston State Teachers College. He also served as assistant state supervisor of agricultural education for a short period and during the second World War was appointed special representative for agricultural education in the U. S. Office of Education.

He has been teaching at Clemson College for 15 years. During this period he has been especially interested in the farm shop program. He has also assisted with the vocational guidance program in the state and is now teaching graduate work in guidance at Clemson.

BOOK REVIEWS

PASTURES—Grazing, Hay, and Silage Crops, by Robert Lancaster, Edwin James, Richard Y. Coley, Roland Russell Harris, pp. 500, \$5.00, illustrated, published by The South and Southwest, but its message is of value to farmers throughout the United States. Coming at a time when the farmers of America are necessarily turning their attention to their pastures this book is especially timely. Contributors include three who are pasture specialists and one agricultural engineer. The book has been prepared with the thought of furnishing the maximum benefit to learning and teaching. It is followed with suggestions for study as well as by a list of important things to do. The materials are organized in the same logical way that the farmer approaches the solution of his pasture and forage crop problems. This book should prove both interesting and valuable to farmers, veterans-on-farm trainees, vocational agricultural students, and agricultural teachers of all levels.—APD.

RURAL ARITHMETIC, by Orville L. Young, pp. 303, illustrated, published by The Bruce Publishing Company,

Professor Carl G. Howard, Teacher Trainer in Agriculture Education at N.M., A&MA and ATA Sponsor, ending 30 years of consecutive service in the Agriculture Education field, was presented with a set of new golf woods by the ATA members as a small token of their appreciation. An outstanding leader in the Pacific Region, "Master Teacher," author and conscientious advisor, Prof. Howard has attained the respect and admiration of his countless friends and students.

El Vaquero
Pi Chapter Alpha Tau Alpha

Adult education and agriculture

ADULT Education Activities of the Public Schools is the title of Pamphlet No. 7 issued by the U. S. Office of Education. It is the source of the following statements.

It is estimated that public schools provided 3,000,000 adults and out-of-school youth with some type of organized educational service in 1947-48.

With the exception of recreation, more schools reported agricultural education for adults than any other field.

Only 47.5 per cent of all reported programs of education (1947-48) for adults and out-of-school youth were operated in conjunction with Advisory Committees.

The limited number of adults served by most public schools reflected against the widespread and growing interests of adults in furthering learning leads to the conclusion that a great many districts are providing far too little opportunity for continued education beyond the years of full-time schooling.

Knuti Joins Illinois Staff

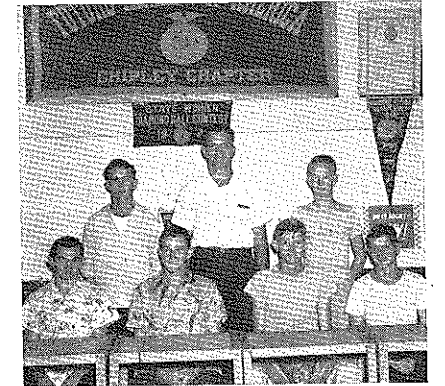
MR. LEO L. Knuti has joined the staff in Agricultural Education at the University of Illinois. His principal responsibilities will be the counseling of undergraduate students, teaching a first course for the prospective teachers of vocational agriculture, and assisting with the supervision of student teachers. Mr. Knuti was for ten years the State Supervisor of Agricultural Education in Minnesota.

Milwaukee, Wisconsin, list price \$1.96. Written by a specialist in agriculture, this book works out problems of the modern scientific farm with lifelike solutions that give the student insights about farming as well as in using arithmetic for typical farm situations. Veterans-on-farm trainees, students in vocational agriculture, and their instructors will find this text both interesting and useful.—APD.

Chapter meeting programs

THE CHIPLEY F.F.A. chapter has scheduled regular meetings since its organization in 1937. As is the case in many other chapters, the members attended unplanned meetings which called for endurance rather than enjoyment. Anticipation for meetings and interest in F.F.A. work was lagging along with attendance.

For the past two years, however, these meetings have been different because they have been planned meetings. These planned meetings are a result of some thinking on the part of members who have attended leadership training pro-



Chapter officers have big part in making meetings a success.

grams at our state forestry camps and state conventions. Since we have started our planned meetings, there has been a definite increase in chapter attendance, interest, and activities.

Our regular meetings are on the second and fourth Thursdays of each month. Each Monday after we meet, the chapter officers, program committee, and other standing and temporary committee chairmen meet to plan action on committee work and the program committee selects personnel for the next meeting program. The program committee attempts to rotate these assignments in order to give as many members as possible a chance to appear on the program during the year.

T. M. Love, Adviser,
Chipley, Florida

Cover Photo

AN Oklahoma veteran L. Q. Shanks farms 56 acres, of which he owns 40 acres. His major enterprises are truck crops such as tomatoes, sweet corn, cabbage, and watermelons. The picture shows a portion of his electrically heated hot bed, in which he starts 10,000 tomato plants. Photo courtesy of Bonnie Nicholson.

Agriculture's share of the national income has seldom been more than 11 per cent of the total national income during the last 30 years, although the farm population is 18 per cent of the nation's population, and it has been even more in the past. Even in recent years, with the highest agricultural income in history, agriculture's share of the total national income is still less than 12 per cent.

... Specialists ...

H. B. Swanson, Teacher Training; R. E. Naugher, Part-Time and Evening; A. H. Hollenberg, Farm Mechanics; A. W. Tenney, Subject Matter; E. J. Johnson and W. N. Elam, Program Planning

d—directors s—supervisors as—assistant supervisors
 rs—regional supervisors ds—district supervisors FFA—specialist FFA
 t—teacher trainers it— itinerant teacher trainers rt—research workers
 Nt—Negro teacher trainers sms—subject matter specialists
 fms—farm mechanics specialists

Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.

ALABAMA

d—R. E. Cammack, Montgomery
 s—J. C. Cannon, Montgomery
 as—J. L. Dailly, Montgomery
 as—L. L. Sellers, Auburn
 as—H. F. Gibson, Auburn
 as—T. L. Faulkner, Auburn
 as—H. R. Culver, Auburn
 as—B. P. Dilworth, Auburn
 as—H. W. Green, Auburn
 as—L. Chesnut, Auburn
 t—R. W. Montgomery, Auburn
 t—D. N. Bottoms, Auburn
 t—W. A. Broyles, Auburn
 sms—E. L. McGraw, Auburn
 Nt—Arthur Floyd, Tuskegee
 Nt—E. T. McQueen, Tuskegee
 Nt—F. L. Donald, Tuskegee

ARIZONA

ds—J. R. Cullison, Phoenix
 t—R. W. Chino, Tucson
 t—W. A. Schafer, Tucson

ARKANSAS

d—J. M. Adams, Little Rock
 s—C. R. Wilkey, Little Rock
 as—S. D. Mitchell, Little Rock
 ds—T. A. White, Monticello
 ds—O. J. Seymour, Arkadelphia
 ds—J. A. Niven, Russellville
 ds—George Sullards, Jonesboro
 t—Roy W. Roberts, Fayetteville
 t—LaVan Shoptaw, Fayetteville
 Nt—L. R. Gaines, Pine Bluff
 Nt—A. G. Kirby, Pine Bluff

CALIFORNIA

d—Wesley P. Smith, Sacramento
 s—B. J. McMahon, San Luis Obispo
 rs—B. R. Daughig, Los Angeles
 rs—Howard F. Chappell, Sacramento
 rs—A. G. Rini, Fresno
 rs—J. C. Gilson, Los Angeles
 G. A. Hutchings, San Luis Obispo
 rs—M. K. Luther, San Jose
 rs—R. H. Pedersen, Fresno
 rs—J. Everett Walker, Chico
 t—S. S. Sutherland, Davis
 t—E. M. Jorgenson, Davis
 t—H. H. Burlingham, San Luis Obispo
 sms—Geo. P. Couper, San Luis Obispo
 sms—J. I. Thompson, San Luis Obispo
 sms—John D. Lawson, San Luis Obispo

COLORADO

d—E. C. Comstock, Denver
 s—A. R. Bunker, Denver
 as—Irwin C. Elliott, Denver
 t—R. W. Canada, Ft. Collins
 t—E. J. F. Early, Ft. Collins
 d—Emmett O'Brien, Hartford
 s—R. L. Hahn, Hartford
 s—R. Howard Martin, Storrs

DELAWARE

d—R. W. Heim, Newark
 s—W. L. Mowlds, Dover
 t—Paul M. Hodgson, Newark
 Nt—Wm. R. Wynder, Dover

FLORIDA

d—T. D. Bailey, Tallahassee
 s—Harry Wood, Tallahassee
 t—E. W. Carris, Gainesville
 t—W. T. Loftin, Gainesville
 ds—J. G. Smith, Gainesville
 ds—F. L. Northrop, Gainesville
 ds—T. L. Barrineau, Jr., Tallahassee
 Nt—L. A. Marshall, Tallahassee
 Nt—G. W. Conolly, Tallahassee

GEORGIA

d—M. D. Mobley, Atlanta
 s—T. G. Walters, Atlanta
 ds—George I. Martin, Tifton
 ds—C. M. Reed, Carrollton
 ds—J. N. Baker, Swainsboro
 ds—John H. Mitchell, Athens
 t—John T. Wheeler, Athens
 t—R. H. Tolbert, Athens
 t—G. L. O'Kelly, Athens
 t—W. R. Brown, Athens
 sms—Ray V. Neal, Athens
 sms—A. O. Duncan, Athens
 FFA—T. D. Brown, Atlanta
 FFA—A. L. Morris, Atlanta
 Nt—Alva Tabor, Fort Valley
 Nt—S. P. Fugate, Swainsboro
 Nt—B. Anderson, Fort Valley
 Nt—McKinley Wilson, Fort Valley

HAWAII

s—W. H. Coulter, Honolulu, T. H.
 as—Riley Ewing, Honolulu, T. H.
 t—F. E. Armstrong, Honolulu, T. H.

IDAHO

d—William Kerr, Boise
 s—Stanley S. Richardson, Boise
 as—E. L. Lovell, Pocatello
 t—H. A. Winner, Moscow
 t—Dwight L. Kindersch, Moscow

ILLINOIS

d—Ernest J. Simon, Springfield
 s—J. E. Hill, Springfield

as—J. B. Adams, Springfield
 as—A. J. Andrews, Springfield
 as—H. M. Strubinger, Springfield
 as—P. W. Proctor, Springfield
 as—H. R. Damisch, Springfield
 t—H. M. Hamlin, Urbana
 t—G. P. Deyoe, Urbana
 t—J. N. Weiss, Urbana
 t—L. J. Phipps, Urbana
 t—Leo L. Knuti, Urbana
 sms—Melvin Henderson, Urbana
 sms—H. J. Rucker, Urbana
 sms—W. H. Witt, Urbana

INDIANA

d—Deane E. Walker, Indianapolis
 s—H. B. Taylor, Indianapolis
 t—B. C. Lawson, Lafayette
 t—Ralph Bentley, Lafayette
 t—K. W. Kiltz, Lafayette
 t—H. W. Leonard, Lafayette
 t—E. E. Clainin, Lafayette

IOWA

s—H. T. Hall, Des Moines
 as—M. Z. Hendren, Des Moines
 as—G. F. Barton, Des Moines
 t—Barton Morgan, Ames
 t—John B. McClelland, Ames
 t—J. A. Starrak, Ames
 t—T. E. Sexauer, Ames
 t—C. F. Bundy, Ames

KANSAS

d—C. M. Miller, Topeka
 s—L. B. Pollom, Topeka
 t—A. P. Davidson, Manhattan
 t—H. E. Kugler, Manhattan
 it—L. F. Hall, Manhattan
 it—Loren Whippis, Manhattan

KENTUCKY

d—Watson Armstrong, Frankfort
 s—E. P. Hilton, Frankfort
 as—D. G. Moore, Frankfort
 as—S. S. Wilson, Frankfort
 as—Floyd Cox, Lexington
 as—W. C. Montgomery, Frankfort
 t—Carnie Hammonds, Lexington
 t—W. R. Tabb, Lexington
 t—Stanley Wall, Lexington
 Nt—P. J. Manly, Frankfort

LOUISIANA

d—J. R. Gamble, Baton Rouge
 s—W. J. Parent, Baton Rouge
 ds—J. N. Carpenter, Baton Rouge
 ds—C. P. McVea, Baton Rouge
 ds—Gordon Canterbury, Baton Rouge
 FFA—Delmer Walker, Baton Rouge
 fms—Curtis Jacobs, Baton Rouge
 Nt—M. J. Clark, Baton Rouge
 Nt—C. H. Chapman, Baton Rouge
 Nt—E. C. Wright, Baton Rouge
 t—A. Larriviere, Lafayette
 t—A. A. LeBlanc, Lafayette
 t—Roy L. Davenport University
 t—Malcolm C. Gaar, University
 t—J. C. Floyd, University
 t—Harry J. Braud, University

MAINE

d—Morris P. Cates, Augusta
 s—John A. Snell, Augusta
 as—t—Wallace H. Elliott, Orono

MARYLAND

d—John J. Seidel, Baltimore
 s—Harry M. MacDonald, Baltimore
 t—Arthur M. Ahalt, College Park
 Nt—Claud C. Marion, Princess Anne

MASSACHUSETTS

d—M. Norcross Stratton, Boston
 s—John G. Glavin, Boston
 t—Jesse A. Taft, Amherst
 t—Charles F. Oliver, Amherst

MICHIGAN

d—Ralph C. Wenrich, Lansing
 s—Harry E. Neaman, Lansing
 as—Luke H. Kelley, Lansing
 as—E. A. Lightfoot, Lansing
 t—H. M. Byrum, East Lansing
 t—H. Paul Sweany, East Lansing
 t—Raymond M. Clark, East Lansing
 t—Raymond Garner, East Lansing
 t—Guy Timmons, East Lansing

MINNESOTA

d—Harry C. Schmidt, St. Paul
 s—G. R. Cochran, St. Paul
 as—W. J. Kortessmaki, St. Paul
 t—M. J. Porterson, St. Paul
 t—H. W. Kitts, St. Paul
 t—W. T. Bjoraker, St. Paul

MISSOURI

d—Tracy Dale, Jefferson City
 s—C. M. Humphrey, Jefferson City
 ds—J. A. Bailey, Jefferson City
 Nt—J. N. Freeman, Jefferson City
 ds—James A. Bailey, Jefferson City
 ds—Joe Moore, Mt. Vernon
 ds—J. B. Rutledge, Forsythville
 ds—E. D. Hagar, Warrensburg
 t—G. F. Ekstrom, Columbia

MISSISSIPPI

d—H. E. Mauldin, Jr., Jackson
 s—A. P. Patherree, Jackson
 as—E. E. Gross, Hattiesburg
 as—E. W. Holmes, Oxford
 as—V. P. Winstead, Morton
 as—T. V. Majure, Utica
 as—A. E. Strain, Long Beach
 t—V. G. Martin, State College
 t—J. F. Scoggin, State College
 t—O. L. Snowden, State College
 t—D. L. Williams, State College
 as—A. E. Strain, State College
 Nt—A. D. Fobbs, Alcorn
 Nt—A. G. Gordon, Alcorn
 Nt—R. H. Derden, Alcorn

MONTANA

d—Ralph Kenck, Bozeman
 s—A. W. Johnson, Bozeman
 as—Arthur B. Ward, Bozeman
 t—R. H. Palmer, Bozeman
 t—H. E. Rodeberg, Bozeman

NEBRASKA

d—G. F. Liebendorfer, Lincoln
 s—L. D. Clements, Lincoln
 as—H. W. Deems, Lincoln
 t—C. E. Rhoad, Lincoln
 t—C. C. Minter, Lincoln
 fms—M. G. McCreight, Lincoln

NEVADA

d—Donald C. Cameron, Carson City
 s—John W. Bunton, Carson City

NEW HAMPSHIRE

d—Walter M. May, Concord
 s—Earl H. Little, Concord
 t—Philip S. Barton, Durham

NEW JERSEY

d—John A. McCarthy, Trenton
 as—H. O. Sampson, New Brunswick
 as—t—O. E. Kiser, New Brunswick
 as—t—W. H. Evans, New Brunswick

NEW MEXICO

s—L. C. Dalton, State College
 t—Carl G. Howard, State College
 as—J. L. Perrin, State College

NEW YORK

d—A. K. Getman, Albany
 s—R. C. S. Sutliff, Albany
 as—W. J. Weaver, Albany
 as—J. W. Hatch, Albany
 as—A. E. Champlin, Alfred
 t—R. E. Hoskins, Ithaca
 t—W. A. Smith, Ithaca
 t—W. R. Kunsela, Ithaca

NORTH CAROLINA

d—J. W. Smith, Raleigh
 s—Roy H. Thomas, Raleigh
 FFA—R. J. Peeler, Raleigh
 ds—E. N. Meekins, Raleigh
 ds—J. M. Osteen, Rockingham
 ds—T. H. Stafford, Asheville
 ds—T. B. Elliott, Woodland
 ds—N. B. Chesnut, Whiteville
 t—Leon E. Cook, Raleigh
 t—L. O. Armstrong, Raleigh
 t—J. K. Coggin, Raleigh
 t—F. A. Nylund, Raleigh
 Nt—S. B. Sirmmons, Greensboro
 Nt—C. E. Dean, Greensboro

NORTH DAKOTA

d—E. F. Riley, Wapeton
 s—Ernest L. DeAlton, Fargo
 as—t—Shubel D. Owen, Fargo
 as—t—Winston H. Dolve, Fargo

OHIO

d—J. R. Strobel, Columbus
 s—Ralph A. Howard, Columbus
 as—W. G. Weller, Columbus
 ds—E. O. Balender, Columbus
 ds—F. J. Ruble, Columbus
 ds—D. R. Purkey, Columbus
 t—Ralph E. Bender, Columbus
 t—W. F. Stewart, Columbus
 t—Harold G. Konstrick, Columbus
 t—E. J. Woodin, Columbus
 fms—A. C. Kennedy, Columbus
 rt—Ray Kite, Columbus

OKLAHOMA

d—J. B. Perky, Stillwater
 s—W. R. Felton, Stillwater
 ds—Byrle Killian, Stillwater
 ds—Hugh D. Jones, Stillwater
 ds—Cleo A. Collins, Stillwater
 ds—Benton F. Thomason, Stillwater
 FFA—Tom Daniel, Stillwater
 t—C. L. Angerer, Stillwater
 t—Don M. Orr, Stillwater
 t—Chris White, Stillwater
 Nt—D. C. Jones, Langston

OREGON

d—O. I. Paulson, Salem
 s—Ralph L. Morgan, Salem
 t—H. H. Gibson, Corvallis
 t—Henry Ten Pas, Corvallis

PENNSYLVANIA

d—Paul L. Cressman, Harrisburg
 s—H. C. Fetterolf, Harrisburg
 as—V. A. Martin, Harrisburg
 t—Henry S. Brunner, State College
 t—William F. Hall, State College
 t—C. S. Anderson, State College
 t—David R. McClay, State College
 t—Glenn Z. Stevens, State College

PUERTO RICO

d—L. Garcia Hernandez, Dan Juan
 s—Nicholas Mendez, San Juan (on leave)
 s—Samuel Molinary, San Juan (acting)
 as—Rafael Muller, San Juan
 as—Juan Acosta Henriquez, San Juan
 ds—Frederico Carbonell, San Juan
 ds—Juan Melendez, Cayey
 ds—Gregorio Mendez, Arecibo
 ds—Nicolas Hernandez, Aguadilla
 t—Juan Robles, Mayaguez

RHODE ISLAND

st—Everett L. Austin, Providence

as—W. E. Gore, Columbia
 ds—W. M. Mahony, Honea Path
 ds—W. R. Carter, Walterboro
 ds—F. L. Barton, Chester
 ds—C. G. Zimmerman, Florence
 t—J. B. Monroe, Clemson
 t—B. H. Stribling, Clemson
 t—F. E. Kirkley, Clemson
 t—W. C. Bowen, Clemson
 t—T. A. White, Clemson
 Nt—Gabe Buckman, Orangeburg
 Nt—K. M. Keyes, Orangeburg

SOUTH DAKOTA

d—H. S. Freeman, Pierre
 s—H. E. Urton, Pierre
 t—Stanley Sundet, Brookings

TENNESSEE

ds—G. E. Freeman, Nashville
 as—J. W. Brimm, Nashville
 as—J. W. Carney, Nashville
 as—S. L. Sparks, Nashville
 ds—H. N. Parks, Gallatin
 ds—L. A. Carpenter, Knoxville
 ds—H. C. Colvort, Jackson
 t—N. E. Fitzgerald, Knoxville
 t—B. S. Wilson, Knoxville
 t—R. W. Beamer, Knoxville
 t—G. W. Clenders, Jr., Knoxville
 t—M. M. Wiengren, Knoxville
 sms—A. J. Paulus, Knoxville
 t—E. B. Knight, Cookeville
 Nt—W. A. Flowers, Nashville
 Nt—H. L. Taylor, Nashville

TEXAS

d—W. E. Lowry, Austin
 s—Robert A. Manire, Austin
 as—L. Lano Barron, Austin
 as—George H. Hurt, Austin
 rs—O. T. Ryan, Lubbock
 rs—Vanny Stewart, Commerce
 rs—C. D. Parker, Kingsville
 rs—O. M. Holt, College Station
 ds—W. E. Williams, Alpine
 ds—J. B. Payne, Stephenville
 ds—L. V. Samuel, Arlington
 ds—J. A. Marshall, Nacogdoches
 ds—R. R. Rhodes, Huntsville
 t—F. R. Alexander, College Station
 t—Henry Ross, College Station
 t—W. W. McIlroy, College Station
 sms—W. A. Sherrill, College Station
 t—J. L. Moses, Huntsville
 t—L. L. Chappelle, Lubbock
 t—T. L. Leach, Lubbock
 t—S. V. Burka, Kingsville
 it—E. V. Walton, College Station
 it—E. H. Morrison, Huntsville
 it—G. B. Wines, Kingsville
 it—L. M. Hargrave, Lubbock
 it—Feral M. Robinson, Huntsville
 it—Ray Epps, Huntsville
 sms—Kyle Lettrich, Huntsville
 Nt—E. M. Norris, Prairie View
 Nt—O. J. Thomas, Prairie View
 Nt—E. E. Collins, Terarkana
 Nt—S. E. Palmer, Tyler
 Nt—Gus Jones, Caldwell
 Nt—Wardell Thompson, Prairie View
 Nt—Paul Rutledge, Palestine

UTAH

Mark Nichols, Salt Lake City
 Elyin Downs, Salt Lake City
 H. R. Humphreys, Logan

VERMONT

d—John E. Nelson, Montpelier
 s—C. D. Watson, Burlington
 t—Thi James E. Woodhull, Burlington

VIRGINIA

Richard N. Anderson, Richmond
 as—F. B. Cale, Richmond
 as—E. B. Bass, Richmond
 t—P. B. Dowling, Ivor
 as—st—W. R. Emmons, Boykins
 as—Cabal Love, Blacksburg
 as—W. R. Legge, Winchester
 as—C. Green, Powhatan
 as—W. C. Dudley, Appomattox
 as—J. A. Hardy, Pulaski
 as—J. B. Jetter, Martinsville
 as—H. W. Sanders, Blacksburg
 as—J. H. Horne, Blacksburg
 as—C. E. Richards, Blacksburg
 as—B. G. S. McLearen, Blacksburg
 as—E. B. Bass, Blacksburg
 as—P. J. Wakeman, Blacksburg
 as—G. Thompson, Blacksburg
 as—R. Thomas, Petersburg
 as—J. A. Miller, Petersburg
 as—W. Watson, Petersburg

WASHINGTON

G. Halstead, Olympia
 t—t—L. Brown, Olympia
 as—M. C. Knox, Olympia
 as—O. H. Oles, Olympia
 as—J. W. Evans, Olympia
 as—t—E. M. Webb, Pullman
 as—t—Oscar Leece, Pullman
 as—t—Dave Hartzog, Pullman

WEST VIRGINIA

d—John M. Lowe, Charleston
 s—H. N. Hunsicker, Charleston
 as—H. D. McMullen, Charleston
 t—D. W. Parson, Morgantown
 t—C. W. Hill, Morgantown
 Nt—W. T. Johnson, Institute

WISCONSIN

d—C. L. Greiber, Madison
 s—Louis M. Sastean, Madison
 t—J. A. James, Madison
 it—D. C. Aebischer, Madison
 it—Clarence Bousack, Madison
 t—V. E. Nylin, Plattville
 t—J. M. May, River Falls

WYOMING

d—Sam Hitchcock, Cheyenne
 s—Percy Kirk, Cheyenne
 t—Jack Ruch, Laramie